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ABSTRACT

This progress report examines past growth trends and identifies areas in which the New York State postsecondary system has made strides in adjusting to recent changes in the educational needs of students. Section 1, postsecondary education in New York State, examines the growth of the system; the changing times; and statewide progress in the area of student access, academic programs, and faculty. Section 2, adjustment to shifting enrollment levels, discusses the need for enrollment goals, full-time undergraduate enrollment projections, regents goals and amendments to the 1972 statewide plan, and the state financial policy. Section 3 investigates progress made by the postsecondary system toward the regents 1972 statewide plan goals. Emphasis is placed on equalization of educational opportunity, a comprehensive system of postsecondary education, excellence in the pursuit of knowledge, meeting the educational needs of society, and the responsiveness of the system to community needs. Section 4 a summary of regents recommendations and regents position on institutional recommendations, presents new recommendations; continued recommendations from 1971, 1968, and 1964; and action on institutional recommendations. Statistical data is provided. (MJM)

postsecondary education in transition

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The Regents 1974 Progress Report on
EDUCATION BEYOND HIGH SCHOOL
The Regents Statewide Plan for the
Development of Postsecondary Education, 1972

DRAFT

DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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November 1974

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LETTER OF TRANSMITTAL

(Contents of this letter to be included in final printing)

FOREWORD

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PREFACE

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The Regents 1974 Progress Report on the 1972
Statewide Plan for the Development of
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INTRODUCTION

The New York State system of postsecondary education is unique in the Nation. Under the aegis of the Board of Regents, the oldest educational governing body in the country, the system encompasses a wide variety of institutions.[1] These institutions offer a diversity of programs and a level of quality unchallenged by any other system. The phenomenal growth of the postsecondary education system during the 1960's occurred in response to an unprecedented student demand for entry into the system. This growth occurred largely in the public sector, where open access was made a part of State policy. The private sector, which provides the major graduate and professional education in the State, expanded only slightly over those years. The system, as a whole, has matured slowly through the years, subject to an evolutionary process, as is mankind. The Regents believe that the best of that system has survived and will continue to do so in an increasingly competitive educational marketplace.

Over the past three years, student demand for access to postsecondary education has stabilized. Enrollment projections, based on existing population data, show that by 1990 there is likely to be a marked decline in the numbers of our citizens seeking entry into the system. Just as the system changed in response to a demonstrated need in the 1960's, so will it change in response to the emerging needs of the years to come.

The system has already begun its metamorphosis. Institutions have identified new educational needs among a variety of new segments of our population and fashioned academic programs to meet those needs. The quality of graduate education is being enhanced through the elimination of low quality, duplicative and/or low enrollment programs. Even though enrollments in postsecondary education are down nationwide, the New York system has remained as attractive to students as ever before. The percentage of our high school graduates who elect New York institutions has increased over the last three years. Perhaps most importantly, public confidence in the postsecondary system is strong; this is evidenced by the recent increase in Bundy Aid to the private sector and by the passage of the Tuition Assistance Program, which provides substantial aid to students attending approved institutions in the State, public or private.

The Regents believe this to be a time of transition for the postsecondary system; this document, positioned in time between the Regents 1972 Statewide Plan which marks the end of the expansionary era of postsecondary education and the Regents 1976 Statewide Plan which will set enrollment expectations for 1990, is thus a progress report of a system in transition.

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[1] See appendix D for a listing of the wide variety of postsecondary institutions that have taken part in the development of this report.

SECTION I: POSTSECONDARY EDUCATION IN NEW YORK STATE: A TIME OF TRANSITION

This progress report is issued by the Regents during a time of transition in the development of the postsecondary educational system of the State. The expansionary period of the 1960's has ended, and institutions and State government have begun the difficult task of planning for the long-term educational and fiscal needs of the future in a period of uncertain economic, political, and sociological conditions. Issues such as dwindling enrollments and their impact on institutional survival; the adequacy of the present pattern of State and federal financing to institutions and to students; the maintenance of high academic quality in times of competition for students and declining institutional revenues; and the relationship between shifting societal manpower requirements and the increasing production of degrees by colleges and universities; all warrant considerable attention if the State is to continue its position of national educational leadership in terms of providing its citizenry with an effective and efficient system of postsecondary opportunities. A new blueprint may need to be developed for postsecondary education. Though it may differ in its design as to the structure and nature of the statewide system, it must maintain the high quality and flexibility already achieved by the system, as well as a reasonable balance between tradition and innovation.

The Regents intend to examine these and other issues in depth and present a major report on their conclusions and recommendations in their 1976 Statewide Plan. This Progress Report will examine past growth trends and identify areas in which the State's postsecondary system has made rapid strides in adjusting to recent changes in the educational needs of students while striving to achieve the long-term goals and objectives enumerated in the 1972 Statewide Plan. This report will also identify those new issues, emerging since the 1972 Plan, which must be resolved so as to ensure continued progress towards achievement of the stated goals.

A. Growth of the System

The postsecondary educational system of New York State is an enterprise characterized by strength, diversity, quality, and viability. It has admirably met the demands for access placed upon it by the State's population. In the last ten years, the number of higher education institutions increased from 200 to 240; total enrollments increased 86 percent, from 471,800 in 1963 to 879,000 in 1973; and the amount of physical facilities space available at colleges and universities increased to over 107 million net assignable square feet.

In this period of expansion, the postsecondary system as a whole has made considerable progress in meeting the long-term goals developed by the Regents in their previous statewide plans. The institutions have for the most part achieved the goal of open access for the high school graduates of the State. Whereas in 1963 approximately 54 percent of the State's 170,000 high school graduates went on to college, a decade later the colleges of

the State were able to attract 63.4 percent of 243,000 high school graduates of 1973. The increased attraction of high school graduates to in-State institutions is even more noticeable in recent years as the percent of high school graduates going outside New York State for college declined from 15 percent in 1969 to 11.7 percent in 1973, while the percent remaining in New York for college increased from 48 percent in 1969 to 51.7 percent in 1973. Additionally, open access has provided more postsecondary opportunities for heretofore excluded minority populations. Between 1970 and 1972, the number of individuals of ethnic minority groups enrolled as full-time undergraduate students increased from 41,800 to nearly 64,300, a growth of 53.8 percent. During this period, full-time minority undergraduate enrollments as a percentage of total full-time undergraduate enrollments increased from 9.5 percent to 13.6 percent.

The level of public confidence in, and public support of, higher education has been maintained at the highest level. The total amount of State dollars appropriated for higher education currently exceeds $1.1 billion, a ten-fold increase over the decade. State-supported programs of institutional aid to private as well as public institutions, and of student aid, have been developed and expanded to narrow the gap in tuition rates between public and private sectors of higher education and, thus, afford the student a greater freedom of choice.

The institutions of the State have responded to the increased demand for access over the past 10 years by increasing the number of full-time freshmen accommodated from 73,200 in 1963 to 141,100 in 1973, an increase of 93 percent. The resulting production of educated men and women has been correspondingly significant. In 1964, 75,300 earned degrees were conferred by the colleges and universities of New York State; by 1973, the number of earned degrees conferred had risen to 154,500, an increase of 105 percent. Associate degrees earned increased from 10,800 to 37,400; bachelor's and first-professional degrees from 49,800 to 87,000; master's and doctoral degrees from 14,600 to 40,100. New York State's accomplishments in post-high school education have indeed been impressive.

B. A Changing Time

History demonstrates that the system has responded to the pressures placed upon it. These engendered phenomenal growth when such was the appropriate response to the needs of the population. However, future achievements will be measured by the system's steady ability to cope with new trends emerging in the State. A more recent period of time, 1969-73, was characterized by a reduction in the rate of growth of the postsecondary system. While overall enrollments continued to grow, enrollments at private institutions declined. Many institutions experienced serious financial difficulties that threatened their very existence. Mergers, affiliations, program consolidations, and development of tentative procedures for the orderly closure of institutions were, and still are, the order of the day. What caused this turnaround? Several major new trends have been identified as contributive to the sudden shift in the growth momentum, both current and projected, of postsecondary education in the State. They are:

(1) Elementary and secondary enrollments began leveling off and are projected to dramatically decline in the near future;

(2) The college-going rate of the State's high school graduates leveled off for the first time in 15 years;

(3) While value placed upon education by society is increasing, the value placed upon traditional collegiate education by recent high school seniors appears to be declining;

(4) The pattern of postsecondary institutional attendance exhibited by students is changing as they "stop in" and "stop out" more frequently throughout their adult lifetimes, and attend an increasing variety of institutions, including business and vocational schools; and

(5) Live births declined by nearly 21 percent in New York State from 1970-72, a sharper decline than that exhibited by the Nation as a whole.

These and other factors will have major implications for the future of postsecondary education in this State. Nor is New York State alone in this; major difficulties are currently being experienced by most states in the Nation, in such areas as shrinking enrollments, overbuilt educational systems, heavy debt service burdens, closing institutions, declining levels of public support, and partisan political control over educational decision-making and policy formulation. New York State is most fortunate in the diversity and strength inherent in its public and private sector partnership in postsecondary education. The fortitude of the system has been dramatically demonstrated in the manner in which the educational enterprise has responded to the serious problems confronting it in recent years. While other states have experienced virtual educational standstills, New York has forged ahead with foresight and capability which have become hallmarks of educational achievement. With the policy direction provided by the Regents, and the continued support provided by the Executive and Legislative branches of government and the citizenry of the State, New York State's postsecondary system has responded to the recent transitions by:

(1) Continuing to attract students;

(2) Maintaining high academic quality;

(3) Identifying and meeting new educational needs;

(4) Recognizing and adjusting to changing enrollment patterns;

(5) Accomplishing all these in a spirit of cooperative participation shared by all sectors concerned.

The remainder of this section will undertake to describe progress toward the achievement of Regents objectives within the following functional areas of postsecondary planning: Student Access, Academic Programs, and Faculty. The areas of Enrollments, Facilities, and Finance will be discussed in Section II of this document.

C. Statewide Progress

1. Student Access

The first major goal enumerated in the Regents 1972 Statewide Plan was "Equalization of Educational Opportunities," which translates operationally into a statewide system of open access to postsecondary education. Within the constraints of current fiscal programs and student attitudes and attendance patterns, a statewide system of open access has been achieved. Both public university systems have a stated policy of admitting every qualified applicant to their university system. The private colleges have, with the assistance of increased State and federal institutional and student aid programs, increased their acceptance rate of applications to a rate that is comparable to the public sector.

In the recent period of moderate growth in the number of high school graduates, institutions in New York State have, for the most part, increased their full-time undergraduate enrollment levels, thereby increasing student access. Between 1969 and 1973, the number of high school graduates has increased by 19,800, while full-time freshman enrollments increased nearly 18,250, and full-time undergraduate enrollments increased by 83,700 students. The fact that public and private institutions in the State continue to be attractive to the State's high school graduates is also evidenced by the decline in the out-of-state college attendance rate and the increase in the in-state college attendance rate within the last 5-year period.

Student access has also been improved in terms of minority access to postsecondary education. New York leads the Nation in providing post-high school opportunities for members of ethnic minorities. For example, in 1970, the United States Bureau of the Census indicated that approximately 14.1 percent of the normal college-going age population in New York State were of a minority group. The State's postsecondary institutions have demonstrated that they have met the needs of this segment of the population. As a result of the response of the higher education community to Regents policy in this area (as stated in their position paper, Minority Access to and Participation in Postsecondary Education) and the expanded development of such activities as the Higher Education Opportunity Program (HEOP), the collegiate institutions submitting 1974 progress reports indicated that 16.5 percent of their fall 1973, full-time freshmen were minorities. Thus, within these institutions, minorities are participating in higher education in a proportion higher than they are represented in the overall college-age population. This condition may be unduplicated in the entire country (the national norm for fall 1973 freshmen of comparable ethnic minority populations was 11.5 percent). The City University of New York has contributed to the goal of equal access in a major way; as a direct result of its open admissions policy, approximately 41.4 percent of the fall 1973 freshmen were members of minority populations.

The participation rate of women in collegiate education has also increased in the State. Whereas in 1970, the ratio of males-to-females in the State's full-time undergraduate population was 56:44, the ratio of males-to-females in the fall 1973 full-time freshman enrollments reported by institutions submitting progress reports was 52:48. This statistic represents significant progress toward Regents policy as outlined in their position paper, Equal Opportunity for Women, and their recommended 1972 Statewide Plan ratio of 50:50.

State student aid grants have been increased through the Regents-supported Tuition Assistance Program (TAP) enacted by the 1974 Legislature. When combined with the expanding Federal Basic Opportunity Grant program, the Tuition Assistance Program will significantly increase the participation rate of low and low-middle income population groups. These groups, previously restricted in their choice of institution or unable to attend any postsecondary institution at all because of financial barriers, now can qualify for combined State and Federal grants up to $2,500 which they can apply towards costs for postsecondary instruction in a wide range of institutions with approved programs of study. The present assistance program does, however, have a shortcoming. A number of students, including returned veterans and a large number of General Equivalency Diploma holders who are in need of increased assistance, are now arbitrarily excluded from maximum benefits under the terms of the current TAP legislation. The Regents will propose to the State Legislature, as part of its 1975-76 legislation program, the elimination of reference to date of high school graduation for determination of TAP eligibility.

The State Education Department, as the administrative agency of the Regents, will, as part of its program priorities for Fiscal Year 1975-76, develop new educational approaches for segments of the population restricted in educational mobility, e.g., prisoners, military personnel, and the elderly. An example is the provision of educational opportunities for active duty servicemen and nonactive veterans. The Regents External Degree program has been especially appealing to military personnel on active duty at armed forces facilities around the world. In less than two years, the Regents have awarded nearly 800 or approximately two-thirds of the total in the Associate in Arts degree's to service personnel. Additionally, the State's Commissioner of Education has actively supported the Servicemen's Opportunity College, an innovative national approach which involves the commitment of colleges and universities to helping service personnel achieve collegiate education through special programs. These programs involve such innovations as deleting residency requirements, admitting active service personnel as regular students so that they may qualify for selected aid benefits, and offering courses to military personnel at times and places convenient to them to courses for which they have the appropriate prerequisities.

In New York State, there has also been a steady increase in the participation of veterans in a wide range of educational programs. Since 1970, the number of secondary and postsecondary institutions in the State approved for the training of veterans has more than doubled, from over 650 to nearly 1,500; these institutions now offer a total of 15,000 programs. As a result of this increased service to veterans, New York is now the leader in participation rates for Vietnam veterans among all of the larger

northeastern states. More can be done, however, since less than half of the State's Vietnam-era veterans have availed themselves of their educational benefits. In this regard, New York State's higher education system still lags behind many midwestern and western states in its accessibility to veterans.

The State's incarcerated population represent another segment of society which is in need of opportunities for self-betterment through postsecondary education. In response to this need, the State's Higher Education Opportunity Program has mounted three successful higher education programs for inmates. The Program has also assisted in coordinating programs for inmates with the State and City Universities of New York and the New York State Department of Corrections. The results of these endeavors are encouraging. The private colleges and universities in the State represent yet another educational resource which could be tapped to increase the range of programs available to inmates. In certain instances, where private colleges and institutions are in close proximity to penal institutions, their resources could be used to provide educational and rehabilitative services. The Regents believe that the State should provide financial incentives to these institutions to offset the cost of mounting such special programs.

The Regents are firmly committed to the goal of equal opportunity for all citizens of New York State. They believe that in the past little focus has been placed on the needs of special populations. In order to extend access to postsecondary education to adults, senior citizens, inmates, veterans, and armed forces personnel stationed at military bases in the State, the Regents recommend that:

(1) The provision in the Tuition Assistance Program which denies awards to any student who graduated from high school prior to January 1, 1974 be eliminated.

(2) The provision in the Tuition Assistance Program which limits awards to full-time students be extended to include part-time attendance.

(3) The Tuition Assistance Program be appropriately amended to enable all adults in comparable economic circumstances to qualify for student aid.

(4) Institutions extend specialized counseling services to senior citizens, prisoners, veterans, and armed forces personnel which consider the unique needs of each group.

(5) Special opportunity programs be established by collegiate institutions adjacent to correctional institutions to provide postsecondary education to inmates.

(6) The State Education Department coordinate the counseling efforts developed to meet special needs of returning Vietnam veterans seeking postsecondary education opportunities in the State.

2. Academic Programs

The maintenance of high quality in academic programs has been the overarching principle upon which Regents policy and State Education Department operations have been founded. A direct result of the application of this principle has been the favorable position of academic leadership which New York State has enjoyed relative to the rest of the Nation. In recent times, considerable pressures have been brought upon the educational establishment which threaten the continuation of high quality. Declining enrollments and the resulting increase in competition for students, ill-conceived program innovations meant more as marketing devices than responses to educational need, cutbacks in Federal financing of research endeavors, the new era of fiscal uncertainty, and isolated cases of academic decision-making as a part of collective bargaining negotiations could reduce, collectively, the quality of education provided to the students. The continued high academic quality prevalent in the State, in spite of these significant hazards, is a direct indication that the Regents and the postsecondary community of the State are committed to providing excellence at every level and in every type of academic program.

Since the issuance of the 1972 Statewide Plan, several advancements have been made by the Regents and the postsecondary institutions of the State to improve the quality of existing academic offerings, to discourage registration of proposed programs which do not meet stringent quality and need tests, and to promote flexibility within program offerings by encouraging well-developed innovations. The following is a report on some of these activities.

a. Doctoral Education

New York institutions have been acknowledged leaders in doctoral education for more than a century. In recent years, the scale and variety of doctoral offerings in the State has expanded dramatically. During the decade of the 1960's, there was a doubling of doctoral output in the State. By 1970, New York State accounted for 11 percent of the Nation's total production of doctoral degrees, compared to 8 percent of total collegiate enrollment. During this period, the number of institutions awarding the doctorate increased from 25 to the present total of 42. At the same time, however, both doctoral education and those institutions offering doctoral programs have experienced a number of serious difficulties which threaten both the future direction and growth of doctoral education and the viability of the institutions themselves.

The Regents discussed the serious problems confronting doctoral education in the State in their 1972 Statewide Plan. These problems included: the financial difficulties faced by institutions offering high-cost doctoral programs, especially in light of reduced Federal aid for doctoral education and research; the changing employment markets for holders of doctorates; the oversupply of doctorates in certain fields; and the need for a new policy to guide the development of doctoral education. Also specified were certain needs for the future of doctoral education, and in consideration of these needs the Regents established the Commission on Doctoral Education. The commission was charged with recommending guidelines for establishing policy for the development of doctoral education in the State. The commission's

findings were utilized by the Regents in the development of their position paper, Meeting the Needs of Doctoral Education. The paper enumerated three major Regents policies:

(1) All doctoral programs in the State, in both public and private sectors, shall comprise an interrelated, statewide resource for doctoral education;

(2) All doctoral programs shall meet, or show clear potential for meeting, standards of high quality and demonstrated need; and,

(3) All qualified New York students shall have equal access to doctoral education at all institutions in the State.

In their 1972 Statewide Plan, the Regents made several recommendations, including one pertaining to the assessment of doctoral programs. All doctorate-granting institutions were asked to include in their 1974 progress reports their plans for periodic self-evaluation of their doctoral programs. It was suggested that these plans provide for the review of individual programs every 5 years, the use of external consultants, the delineation of the criteria and procedures to be followed, and a schedule for their implementation within specified guidelines. The Regents are pleased to note from progress reports submitted that evaluation procedures have been developed by all major universities and have been implemented at a satisfactory rate. More needs to be done, however. In their position paper, the Regents requested all institutions to evaluate the following significant developments and respond with plans of action in their 1976 master plans:

(1) The promise of significantly decreased future employment opportunities in certain fields of doctoral study, most notably in the academic market;

(2) The shift in the nature of the work activity required of people with doctorates for present and future employment; and,

(3) The need to relate the education and training of students and the focus of research programs more directly both to develop methods for dealing with societal problems and to address specific problems.

The Regents look forward to reviewing these reports, and they will provide guidelines to the institutions for these plans of action in the Regents bulletin for the 1976 Statewide Plan, to be issued in April 1975.

In response to the above significant developments, the State Education Department has applied for and received a grant from the Fund for the Improvement of Postsecondary Education. It will be used to investigate the kinds of job skills which employers outside of the academic sector would like to see as components of doctoral programs. Though the logistical specifics are still under development, the field of history has been chosen as the first area to be examined. The Regents look forward to reviewing

the results of this project as their implementation should go far toward evaluating and improving the employability of doctoral graduates.

Another recommendation emanating from the Regents position paper called on the Commissioner of Education to conduct a systematic evaluation and rating of each major subject area for all doctoral programs in the State. The purposes are to maintain programs that meet standards of high quality and clear need, and to improve or phase out those programs that do not meet high standards. The fields of history and chemistry were selected for pilot studies to test and evaluate the assessment criteria and procedures suggested in the Regents position paper. The results of these studies have been encouraging in their validation of the assessment criteria, and also in their identification of both high quality and inadequate programs. These assessments will implement the Regents objective of concentrating resources in superior programs. The assessment of programs in history and chemistry is nearly complete and the assessment of doctoral programs in English, physics and astronomy is now underway. All Ph.D. programs in the State are scheduled to be reviewed and assessed by 1980.

The Regents ultimate objective for doctoral education in the State is to coordinate program development among institutions with existing programs and planned programs so as to ensure the highest quality at a feasible cost. To accomplish this objective, the Regents call upon the universities of the State to assist them in addressing the difficult issues associated with the long-term development of doctoral education.

With regard to doctoral programs, the Regents therefore recommend that:

(7) All institutions offering doctoral programs in the State prepare plans of action, to be based on the guidelines which will be provided by the Regents in their bulletin for the 1976 Statewide Plan.

b. Master's Education

In the 1972 Statewide Plan, the Regents expressed concern over the proliferation of master's degree programs in the State and the general lack of program consistency and quality. Concurrently, the State Education Department conducted an investigation of the master's program across the State. As a result of the State Education Department's report, Master's Degrees in the State of New York, 1969-70, and Regents 1972 Statewide Plan recommendations concerning master's education in the State, a number of significant developments have transpired in this area.

In response to the Regents 1974 Progress Report Bulletin, collegiate institutions offering master's programs described evaluation systems which they have developed to assess the success and viability of their programs. The results are encouraging. Institutions are giving more careful attention to plans for adding new programs, as well as intensely reviewing existing programs. Factors such as program objectives, criteria to determine program quality, needs assessment, and resource commitments are being closely examined.

There is some evidence that programs which do not meet definite needs are being phased out by institutions for both academic and fiscal reasons. The Regents encourage institutions to continue these laudable efforts.

In 1973-74, the Department's Division of Academic Program Review and the Division of Teacher Education and Certification jointly examined master's programs in nine of the institutions which had been reviewed as part of the published master's study. The purpose of these examinations was to assess the quality of programs, to note changes between 1969 and 1974, and to make recommendations for the maintenance and improvement of program quality. This follow-up study entailed the review of 231 programs. Sixty percent of the programs were in the field of education, 30 percent were in liberal arts, and 10 percent were in business and other professional fields. The institutions reviewed accounted for 10 percent of the master's degrees awarded in the State in 1972-73.

A comparison of master's programs examined in 1973 with those examined in 1969 indicates encouraging results. Some of the institutions reviewed in 1969 have clearly made qualitative improvements. For example, there has been major upgrading of faculty qualifications in programs that were seriously deficient in 1969, and also a more rigorous definition of graduate faculty status has evolved in most schools which were visited this year. Mixing of graduate and undergraduate class enrollments has been brought under control. Adjustments in advisement procedures in some programs have improved the accuracy and consistency of information given and have also improved student access to advisors. Some institutions have raised formal admissions standards for master's students. Guidance provided by the State Education Department has resulted in closer scrutiny within most institutions of new program proposals and of existing programs with low enrollments. The role of faculty groups and administrators charged with responsibility for reviewing the quality of academic programs has also expanded.

Despite significant progress in developing the quality of academic programs in specific institutions, some problems remain which require continuing, intensive attention by institutions. Aggregated data on a number of factors such as admissions, grading practices, advisement, thesis and comprehensive examination quality, level of instruction, and faculty qualifications, indicate a pattern of gradual change, despite the significant improvements in specific institutions and programs.

To expedite the implementation of the Regents Statewide Plan recommendations, the State Education Department will continue to review master's programs in institutions on a selective basis; will assist in the development of comprehensive systems of continuous self-assessment of master's programs to be administered by the institutions; and will continue to recommend ways for institutions to strengthen the viability of their master's programs.

In its review, the Department will continue to place particular emphasis on factors of student demand and prospective societal need, particularly within the context of existing regional resources.

c. Health Education

[- - - This unit will describe the findings of the Regents Task Force To Study the Supply and Distribution of Physicians which is due September 1974. - - -]

d. Improving the Preparation of Teachers

In their 1972 Statewide Plan, the Regents sought to encourage and accelerate changes already underway in the preparation of teachers. These changes were affecting two fronts: first, collegiate programs of preparation were moving away from being merely "course-based," that is, based on a sequence of college courses which all teachers completed. Collegiate programs were now being described in terms of the knowledge, skills, and attitudes expected of a graduate preparing for teaching, that is, preparatory programs were becoming "competence-based." The specific knowledge, skills, and attitudes differed among the various institutions preparing teachers. On the second, though closely related front, the preparation of teachers was becoming more collaborative. School administrators and teachers had always been involved in the college preparation of teachers, e.g., serving as student teaching supervisors or on advisory panels. But now there was an increase in the intensity and quality of collaboration between schools—administrators as well as classroom teachers—and college faculty engaged in teacher preparation.

While the acceleration of changes highlighted in the 1972 Statewide Plan was essentially evolutionary, the plan helped to provide cohesion under the name of Competence-Based Teacher Education. The Plan described the Regents expectation, and it established a timetable to encourage continued movement toward the goal of establishing a "system of certification by which the State can assure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn." Such a specific goal may have appeared obvious to many, but it represented an aim that was more ambitious and specific than had been the case. With regard to the past, it could have been said that the goal was to assure the public that teachers recommended for certification had completed an approved sequence of courses and related experiences in college designed to prepare them for classroom service. The new goal aimed a step higher; it sought to establish a commitment to preparing teachers with the knowledge, skills, and attitudes to perform successfully in the classroom at tasks believed necessary by the schools themselves.

To some, the Regents 1972 Plan set a goal far ahead of the state of the art in teacher preparation, that is, some read it as demanding assurances that the teaching strategies which prospective teachers were taught would only be those that were known to result in student learning. Desirable as such a goal might be, the Regents recognize it as beyond attainment at present. The collaboration of the schools, colleges, and professional staffs, however, offered the best hope of interweaving educational theory with classroom practice for the purpose of improving teacher preparation.

The 1972 Plan recognized the significant changes being made in teacher preparation in key programs around the State; it gave impetus to further development by asking all higher education institutions preparing teachers to rethink and reconstitute their programs to meet a definition of Competence-Based Teacher Education. That definition asked preparatory programs for the following:

1. An analysis and statement of the roles and responsibilities of the professional positions for which persons are being prepared;

2. A readily available statement of the knowledge, skills, and attitudes expected of program graduates, stated as explicitly and objectively as possible;

3. A statement of what constitutes acceptable evidence of the attainment of the expected knowledge, skills, and attitudes, as well as the standards and conditions by which the evidence is gathered;

4. An instructional program that aims to produce the expected knowledge, skills, and attitudes;

5. A means by which the program is evaluated and modified in light of the evaluation.

To help implement the Regents goal, a number of observational examples of collaborative programs were authorized. Called Trial Projects, these examples were funded with small sums of Federal, then State, money. Colleges, schools, and professional staff in these examples carved out teaching areas (e.g., elementary school teaching, industrial arts, teaching the handicapped) and organizational groupings (single districts with one college, multi-districts working with several colleges) and sought to conceptualize and then implement, with Department approval, examples of what the Plan called competence-based teacher education. All parties in the Trial Projects had experience in teacher preparation, but they sought to intensify the collaborative element and to be more analytical and explicit about the knowledge, skills, and attitudes which teachers-in-preparation were developing. Staff of the Department monitored these Trial Projects closely and sought informally to make their activities widely known to the teacher education community so that parallel developmental work in existing programs might benefit by these examples. Some Trial Projects are evolving into programs of preparation approved by the Department as eligible to recommend candidates for teacher certification. One or two Projects failed to develop a successful consensus among the partners and were discontinued. Other Projects are developing programs that will ultimately become "approved" in accordance with Section 80.2 of the Commissioner's Regulations. ("A teaching certificate may be issued to a candidate who has completed preparation at an institution or institutions having a program for the preparation of teachers or other school personnel registered and/or approved by the State Education Department providing the candidate is recommended for that certificate by the institution or institutions where the program was completed. Programs for

which registration is sought will be evaluated according to standards and procedures determined by the Commissioner.")

The Trial Projects were developmental examples of Competence-Based Teacher Education for the purposes of observation. It is expected that most will evolve into approved programs of preparation; others may be discontinued if successful collaboration cannot be achieved, or if the planned program of preparation cannot be implemented.

Since the 1972 Statewide Plan, many programs of teacher preparation have moved well along in realigning themselves on the two main axes identified as New York's approach to Competence-Based Teacher Education. First, they have analyzed the needs of the teacher in today's schools; established with explicitness the knowledge, skills, and attitudes to meet these needs; designed activities to build such competencies; set in place mechanisms to monitor the extent to which their training had the desired result. Second, they have developed stronger symbiotic relationships with the schools. The Regents note with pleasure the result of a 1973 survey of New York higher education institutions that shows progress toward competence-based teacher education at an overwhelming majority of institutions—institutions that prepare more than 90 percent of the teachers enrolled in teacher education in New York State.

The timetable originally established for the implementation of Competence-Based Teacher Education highlighted the urgency felt for improvement in teacher education, but it did not, of course, presume that by the dates given (e.g., February 1975 for programs preparing elementary teachers) collaborative programs would be fully operational in keeping with the rhetoric of the Plan. The Regents recognize that the statewide change to which their Plan gave impetus is an evolutionary development of major proportions that must be accompanied by institutional adaptation, that must grow as research conclusions warrant, that can succeed only as supporting resources can be found or diverted.

Although the principal thrust of the 1972 Statewide Plan dealt with the programs to prepare teachers and how they would be assessed, there were several other areas identified on which comment is appropriate at this midpoint in the quadrennium:

1. As competence-based programs of teacher preparation are approved, it should no longer be possible for individuals to apply to the Department for certification on the basis of course completion, i.e., by means of a transcript review in the Department offices.

   At the present time, persons may be certified in one of three ways:

   a. by completing an approved program which culminates in the higher education institution's recommendation for certification and the issuance of a

certificate; this pattern will continue and will predominate under Competence-Based Teacher Education;

b. by meeting the stipulations of the Interstate Certification Compact, which guarantees a provisional certificate to graduates of approved programs in other states or to those having appropriate experience in states that have implemented an Interstate Certification contract with New York; this method will continue to be appropriate. The Compact provides for regular review of the conditions of agreement and for an assessment of programs in the states with which New York agrees to provide mutual recognition;

c. by submitting an application and transcripts for review by Department staff. This traditional approach of transcript review to determine if certain courses have been completed is inconsistent with the move to base a certificate on competence attested to by a partnership of school and college personnel. Persons who have not completed an approved program (a. above), or who are not eligible under an interstate arrangement (b. above), will be referred to an approved program for evaluating purposes. Plans are under development so that, for a fee, an assessment can be made and a recommendation made as to adequacy of a candidate for certification.

2. There should be additional pathways by which persons might satisfy the requirement for permanent certification. At present a master's degree or 30 hours of graduate study constitute the only route by which the holder of a provisional certificate can achieve a permanent certificate.

This issue is a particularly delicate one, because the attainment of permanent certification by any means other than graduate study appears to demean the importance of such study. The tradition of a graduate degree is among the hallmarks of professionalism. The Regents are aware, however, that additional evidences of professional growth and improvement may be comparably valid for the teacher, yet not directly creditable toward a graduate degree.

Continued study should be given to additional means for achieving permanent certification. Relatedly or separately, serious exploration should be given to establishing an internship requirement for full certification in the teaching profession.

3. The 1972 Statewide Plan urged that opportunities be made available for school staff to avail themselves of continuing learning and professional development. A model of such an opportunity was described, the Career Development Center. This model had the following characteristics:

   a. it served a specific geographic area;

   b. its activities were cooperatively planned by school and college personnel;

   c. it had the ability to marshal public and other resources for continued education of school professionals;

   d. it was directly responsive to the needs of the school staffs.

   Although State funding for such a goal has not emerged, the need and appropriateness of the recommendation continue. The Department will explore alternative ways by which local and/or regional staff development activities may be funded.

   School districts, alone and with others, are urged to establish a staff development plan and a program to ensure that all staff have adequate opportunities to engage in in-service education to enhance their knowledge and skills in enabling children to learn.

4. The 1972 Plan stated that there should be established a system for the periodic assessment of individuals and a consequent termination of the "permanent" certificate. A certification renewal requirement was envisioned. The concept behind this action proposed in 1972 was the need for assuring the continued competence of all professionals. As relicensing becomes a generally acceptable pattern among other licensed professions, its application to the teaching profession will be explored. The implementation of the goal has been achieved in one profession and is under exploration in a number of other professions at this time.

As progress has been made in achieving the goals described for teacher education in the 1972 Plan, the critical issues have also become clearer. Two subjects in particular warrant notation at this time:

1. Collaboration: The insistence on collaboration must not permit any one of the parties to dominate the preparation of teachers. The Trial Projects illustrate that collaborative development of both program philosophy and

implementation is worthwhile because it results in a program of preparation that interweaves philosophy, research, and practice.

Neither does collaboration require unanimous agreement by all parties. Where differences exist, they should be fully explored, identified, and resolution sought. The Department sees cooperation among the major parties at interest in teacher education as a key factor in establishing programs that achieve the goal of preparing professional personnel who "possess and maintain demonstrated competence to enable children to learn"; the staff will, therefore, continue to monitor closely the role and experience of all parties —schools, professional staff, and colleges—as programs are proposed and developed.

2. Resources: The very requirement of collaboration by professional staffs in the schools implies the need for additional resources. If the most successful teachers daily assigned to classrooms of students are to spend significant time in planning and implementing programs to prepare new teachers, ways must be found to release them from their primary assignment. College programs that have faculty assignments for teaching the operational aspects of teacher preparation may now find that such activities are more effectively handled by classroom teachers not on their payroll. Establishing new patterns to use existing resources becomes even more important than seeking new funds to implement the goal sought by the 1972 Statewide Plan. Good indicators for identifying all the cost factors in schools and colleges are not yet available, although the Department is participating in several projects to develop appropriate data on resource needs.

To summarize, the Regents take note of the progress already made since the 1972 Plan in the collaborative development of programs to train teachers which integrate theoretical understanding and clinical experience in a system of mutual correction and enforcement. The Regents expect that emphasis will continue on the development and refinement of programs which analyze the needs of the school professional, design programs specifically addressed to preparing professionals to fill those needs, and monitor the success of graduates in demonstrating the knowledge, skills, and attitudes established for the program. Such a competence-based system permits a wide variety of program design; it does not prescribe a set of courses or learning activities.

The Regents are keenly aware of the need to accommodate the "unaffiliated" student, the student who has attended a number of colleges

and submits his transcripts to the Department for review. They urge the continued development of means for using approved programs to make qualitative assessment of such candidates so that good candidates for teaching are assured of a pathway by which they may achieve certification.

The Regents recognize that the evolutionary changes in teacher preparation on a statewide basis are complex and problematical. They are confident that their goal remains worthy of the cooperative efforts of all those involved with schools, and that the steps initiated with the 1972 Plan will mature with the understanding brought to the problems by school, college, and Department personnel.

e. Undergraduate Education

(1) Program Innovation

In their 1972 Statewide Plan, the Regents enumerated several areas within undergraduate education where there appeared to be a need for increased flexibility and innovation so as to meet emerging needs of students. Two major units described examples of options provided by institutions for both on- and off-campus learning.

Within on-campus learning, it was noted that recent studies indicate considerable overlap of academic material studied in the last year of high school and the first year of college. Examples of various models to overcome the problem were presented and the Regents recommended that (1) careful development of three-year baccalaureate programs be considered by institutions for qualified students in appropriate fields; and (2) that institutions be encouraged to develop early admissions programs which would give full college credit for accepted achievement.

In response to the Regents 1974 Progress Report Bulletin, several institutions have indicated significant progress toward achievement of these recommendations. Nearly one-hundred colleges and universities are participating in early admission programs which follow the revised guidelines developed by the State Education Department in 1973. Enrollments in these programs increased by more than 2½ times between 1971 and 1973. Several new time-shortened baccalaureate programs have also been developed at campus units within the State University and at a number of private colleges and universities. Enrollments in both early admissions and time-shortened degree programs between 1971 and 1973 increased 225 percent, from over 1,210 to 3,940 students.

Within the State University, the three-year baccalaureate program at the State University College at Geneseo is the largest in the Nation, and its design might well prove to be a model for other institutions to consider. Programs such as "Project Advance" of Syracuse University and C.W. Post College's program at Charminade High School are designed to allow high school students to earn college credits at their own institutions. Instruction is offered by either the college's faculty or the high school teachers, after special training sessions.

Another example, The City University "CUNY-B.A." program, offers the possibility of earning a degree in less than four years by allowing up to 30 credit hours to be earned through assessment of life experience credits and independent study or work-study projects.

Within the area of off-campus options and credit for nontraditional learning experiences, the Regents 1972 Statewide Plan called for institutions to consider the development of independent study programs at the lower and upper division levels and to recognize previous knowledge acquired, regardless of whether the learning occurred on their individual campuses or not. To further support nontraditional education, the Regents recommended the establishment of a "credit bank" to evaluate any student's previous experience in terms of college credit and to maintain a permanent student record which could be utilized as a transcript of that student's educational achievements. The Regents also urged the expansion of the College Proficiency Examination Program to undergird the Regents external degrees and to meet pressing needs for validation of college-level independent study. Vast strides have been made toward the accomplishment of all the above recommendations; some examples follow.

The progress reports submitted by the three sectors of higher education[1] indicate that a substantial number of institutions are successfully extending independent study as an option to upper and lower division students. Enrollments in these options increased to over 12,000 students in 1973, a growth rate of 59 percent over the 1970 level.

Additionally, several institutions have moved in the direction of modified external degree programs, but most are in the testing stage and it will take time for formal designs to be structured. Empire State College of the State University is an example of a functioning external degree program which provides an alternative to a formal campus structure. Several other institutions in the State, such as Bard and Skidmore Colleges, are cooperating with the University without Walls program of the Union of Experimenting Colleges. This program provides for individual construction of a student's program based upon the "learning contract" decided upon by the student and his faculty advisor. The modes of learning resources which the student can utilize include a wide variety of institutions, projects, and work/study arrangements.

The Regents themselves have made significant progress in several important areas since 1972. They have been particularly active in the area of credit-by-examination, through the expansion of the College Proficiency Examination Program. In the past two years, some 16,000 College Proficiency Examinations (CPE's) have been administered, and over 40,000 course credits have been awarded at New York colleges and universities for successful performance upon these faculty-developed tests. Individuals prepare for them by independent study, correspondence courses, on-the-job training, or in other ways.

CPE's have been particularly useful in securing advanced placement and course credit in areas of societal concern. For example, thousands of experienced nurses who generally possess a practical or registered nurse license, but desire a college degree for job advancement, have

[1]The State University of New York, The City University of New York, and the Commission on Independent Colleges and Universities representing member private colleges and universities in the State.

made use of CPE's in nursing. New examinations are now being developed in criminal justice to assist peace officers who seek credit at institutions of higher learning for on-the-job training, and a test initiated in anatomy and physiology will help allied health workers to move ahead in college. New examinations in reading instruction will allow experienced teachers to challenge the entire reading content subject matter of the new reading teacher certification area.

The Regents External Degrees, a direct outgrowth of the College Proficiency Examination Program and, indeed, of all the forces contributing to the Regents concern for lifelong learning, are becoming well established and are providing the educational opportunity for which they were designed. Bachelor of Arts, Bachelor of Science, Associate in Arts, Associate in Science, Associate in Applied Science in Nursing, and Bachelor of Science in Business Administration Regents External Degrees are presently offered. Over 6,000 individuals, most of them employed full-time, from all walks of life, and with an average age of 38, are enrolled. Over 1,200 people have already received their degrees. Many of them have used their degrees for job advancement, and almost half are continuing their education at traditional colleges and universities in New York and across the country.

In 1973, the Regents developed a network of volunteer advisors across the State to assist Regents External Degree and College Proficiency Examination Program candidates in understanding the Department's credit-by-examination activities. Over one hundred advisors now serve in this capacity, and several are drawn from BOCES, public libraries, and adult education programs. Most of them, however, work at traditional colleges, usually in the academic departments or divisions of continuing education. These advisors often suggest formal course work at their own institutions or at other colleges when an external degree or CPE candidate appears to need it. The network was explicitly designed for this purpose. Many people who first enroll in a Regents External Degree program will finish their academic program at a regular campus, perhaps having begun their educational career in the army, or in a hospital diploma school. The Regents applaud such a development, because their credit-by-examination programs would have served as a useful channel to those wishing to enter or reenter a college or university.

The College Proficiency Examination/Regents External Degree advisory network will be expanded in the future to reach those in correctional facilities and on military bases in New York State. Inmates of correctional institutions already take proficiency examinations offered by the Regents, and several have received Associate in Arts external degrees. Courses and tests offered to service personnel through the United States Armed Forces Institute (USAFI) and the formal military service schools meet Regents External Degree requirements and about 35 percent of those enrolled in the degree programs are military servicemen and women on active duty. Colleges and universities in New York quite generally recognize USAFI grades for credit and placement, and many have taken a forthright and imaginative approach to bringing educational opportunity to those incarcerated in the State's prisons. Postsecondary education in New York has done much in these two important areas, but many more fruitful and cooperative initiatives could be instituted.

In the late spring of 1974, the Regents Credit Bank was established in order to serve individuals as well as institutions of higher learning and other agencies not only in New York State but across the Nation. Through the Credit Bank, people may have all their postsecondary educational credentials evaluated according to the academic standards established by the Regents External Degree faculty and entered upon a single transcript of the University of the State of New York. Educational credentials can include collegiate transcripts, proficiency examinations results, military coursework or any other educational experience. The transcript will then be sent to any agency or institution as requested by the person. Colleges and universities in New York and other states, employers, and many others, will be able to rely upon the Regents Credit Bank to provide them with a valid record of educational experiences, in terms of college credits and course work, according to consistent, rigorous, and clearly stated standards of academic achievement.

Late in 1973, the Board of Regents embarked upon a significant new service. They began the evaluation of educational programs and courses conducted by noneducational institutions such as private industry, governmental agencies, labor unions, and professional associations. The purpose of this new service is to establish credit recommendations where appropriate for these programs and courses. In this way colleges and universities which are interested in attracting a new clientele of adult learners will have reliable recommendations on which to base their credit awards to students of all ages who study in nonaccredited but educationally significant programs. Approximately one hundred courses have been reviewed as of mid-1974. A publication will be issued shortly containing a description of the courses evaluated to date and the credit recommendations established for these courses by the consultants. Institutions of higher education will consequently be in a position to grant credit for such course work to those who request it with the knowledge that the courses were carefully reviewed by qualified experts according to accepted academic standards. As this new service expands to evaluate more courses and colleges and universities utilize the established credit recommendations, they should attract more adult students to their campuses as full-time or part-time students.

(2) Maintaining Excellence

The Regents, while urging the establishment of new modes of undergraduate education, reiterate their concern for the maintenance of academic excellence. As they stated ten years ago in New York State's first statewide plan for higher education:

> "New York State must not only provide enough places for students, it must also develop the high quality and variety of educational programs required to prepare citizens adequately for this revolutionary century and beyond. Excellence is necessary in every category of education...."[1]

[1] The Regents Statewide Plan for the Expansion and Development of Higher Education, 1964, p. 9.

Enough places for students are now available; the "expansion" term has been deleted from the title of the statewide plan. Now is the time for strengthening the present educational system through upgrading the quality of the postsecondary experience which a student receives. There are several ways in which they may be achieved.

A realistic understanding of excellence requires concentrated action to insure that postsecondary educational programs which are designed, approved, funded, and offered, approach, as closely as possible, real societal and economic needs, which have been identified by careful and sophisticated analysis. Past practices indicate that not infrequently course sequences and content, faculty selection, and equipment and facilities acquisition by institutions have been based upon isolated and somewhat idealistic views of what is needed to satisfy the requirements of a profession or an employer.

The State Education Department issued, in June 1973, a revised set of procedures for the submission of new academic program proposals; these were detailed in their scope and depth, and were designed to eliminate the shortcomings described above. The procedures require institutions to submit appropriate documentation or expert testimony to give reasonable evidence that curriculum content, faculty qualifications, and facilities and resource availability for the proposed program approach real market needs as nearly as possible within the confines of an educational environment. Information must be provided regarding the potential employers of persons trained in the proposed discipline who have requested establishment of the program and their specific employment needs. Additionally, the institution must provide a detailed survey of similar programs offered within the geographical area, and must show clear evidence of need based upon the results of the survey. The Department's implementation of these procedures has resulted in a quality evaluation of proposed programs which incorporates more than paper credentials and gives proper weight to the real world considerations of cost, duplication, and employment expectations.

Two other areas which directly affect educational excellence, especially at the undergraduate level, are faculty performance and student counseling. Faculty constitute the very essence of educational excellence in an institution or program. No other single variable has such importance, as faculty represent the medium through which knowledge is conveyed to the student. This occurs whether a faculty member is lecturing, discussing, or advising. To ensure that faculty quality not be compromised, the Regents have urged that certain academic areas such as course content, class size, and tenure be determined outside the collective bargaining arena. They have also urged that the teaching function of faculty be promoted to a proper position in the faculty selection and retention procedures utilized by higher education institutions. The postsecondary institutions of the State have demonstrated genuine response to these concerns, as evidenced in their 1974 progress report statements. Additionally, the State Education Department is actively promoting these concepts as part of its advisory and administrative conference activities.

Student counseling must be strengthened to achieve excellence in the pursuit of knowledge. The Regents in their 1972 Statewide Plan, urged institutions to improve the level and scope of undergraduate student counseling. Many institutions have responded to these exhortations, while others have stated fiscal stringencies as prohibitive to further progress in this area. The Regents commend the progress made to date and urge that new modes of counseling be developed. Counseling should be expanded to include career guidance, academic advising, transfer planning, and personal-emotional guidance. Alternative structures such as group counseling, peer counseling, faculty and staff advising, and informal sessions, are methods which, if built into the mainstream of the institution's day-to-day operation, could create new opportunities for students at a feasible cost to the institution.

(3) Conclusion

Undergraduate education in New York State has entered a new era of innovation. Carefully planned and developed programs are resulting in a degree of flexibility which is not available anywhere else in the Nation. The Regents commend all institutions involved in the "nontraditional movement," and suggest that those institutions which have yet to investigate the advantages inherent in successful program experimentation do so at this time. The projected decrease in traditional college-age population cohorts, the changing patterns of college attendance, and the shifting societal attitudes toward credentials and how they are obtained require a new and fresh look at undergraduate education. The Regents pledge their continued support to all viable program proposals related to this area. Concurrently, the Regents reiterate their support for increased academic excellence at the undergraduate level. They urge the continued strengthening of academic program proposals by institutions prior to submission for registration, the effective utilization of faculty, especially in the acknowledgement of teaching skills in decisions concerning recruitment and promotion, and the expansion of student counseling resources and modes.

3. Faculty

In their 1972 Statewide Plan, the Regents stated that "the strength of any higher education institution is a competent and dedicated faculty." This is still the case today. The Regents recommended at that time that the collective bargaining negotiations, underway at many colleges and universities, should exclude certain areas which the Regents declared to be "outside the purview of negotiations." Briefly stated, these areas included:

1. academic tenure
2. curriculum development and revision
3. the processes for faculty evaluation, promotion and retention
4. student/faculty ratios and class size
5. administrative and/or academic organizational structure.

A comprehensive review and analysis of all contractual agreements currently in effect in New York State was carried out by the State Education Department this past year. Indications are that while some institutions have entered into negotiation in areas the Regents have deemed inappropriate, it was either prior to the Regents 1972 statement or without knowledge of its existence. The Regents are generally pleased that most collective bargaining agreements in New York State are in conformance with their 1972 position. The exception was found among a number of the community colleges where the collective bargaining agreements included items which impinged directly on the administration and/or organizational structure, an area deemed highly inappropriate for negotiations by the Regents. Because the Regents believe this to be an area of prime importance, they will issue in the immediate future a position paper which will clearly enumerate and identify those areas which are to be considered nonnegotiable. A statewide conference will be held to make the Regents position known to all those who bear responsibility in this area, including institutions, bargaining units, etc.

Meanwhile, the State Education Department, in its role as evaluator of program proposals received from institutions throughout the State, will monitor closely the impact on program quality which could accrue should institutions "bargain away" any of those prerogatives which have implications for program quality control. The Department is prepared to reject a program proposal which is submitted by an institution whose collective bargaining agreement has weakened the ability of the institution to control the quality of the program being proposed. Institutions must thus be vigilant to limit the areas of discussion at the bargaining table to areas not restricted by the stated Regents position.

The issue of tenure and its impact on the administration of an institution, and its implications for program flexibility and/or innovation is

of considerable concern to the Regents. Among the Regents recommendations made in 1972 was one which recommended that:

> "guidelines for tenure, including goals and current faculty tenure proportions by faculty rank, sex, and ethnic identity, and procedures for the dismissal of incompetent faculty be reported by all institutions in their 1974 progress reports."

The overall proportion of tenured full-time faculty to total full-time faculty at the State University of New York increased from 45 percent in 1970 to 52 percent in 1973, and that it is within the ratio of 60 percent tenured/40 untenured deemed reasonable by the Regents in 1972. Of the 74 State University units, 48 are within the 60/40 ratio, while 26 exceed the guidelines. Of these 26 units, 20 are community colleges outside of New York City, one is a university center, two are university colleges, two are specialized colleges, and one is a statutory college. The Regents urge caution in the granting of tenure, especially in the case of the community colleges where program flexibility in response to the needs of the community is essential.

The City University of New York, overall, has a 38 percent tenure ratio, and none of its individual units exceeds the Regents ratio. This allows more administrative flexibility than is the case at the State University.

The private sector, overall, reported an increase from 40 percent full-time tenured faculty in 1970 to 47 percent in 1973, which is still a lower overall ratio than the State University of New York. Nearly 15 percent of all private institutions reporting exceed the Regents guidelines, and nearly all of those exceeding the guidelines are 4-year institutions. Two institutions are universities, five are college complexes, two are colleges, three are engineering and technical schools, two are specialized colleges, and one is a 2-year school. Nevertheless, the private sector seems to have a good deal of flexibility which will prove extremely important in the years of no-growth enrollment confronting postsecondary education. (See appendix H, table 16.)

The Regents recognize that many variables need to be considered by institutions as they assess individually their faculty position. Some of the policy areas to be considered are the following:

1. age of faculty
2. distribution of faculty, by rank
3. retirement age of faculty
4. expected student enrollment by program area
5. objectives of the institution
6. affirmative action plans for women and minorities
7. attrition rates of faculty

Each institution should carefully define its tenure policy and give full consideration to as many variables as the institution can foresee in order to predict some of the following:

1. number of faculty they can reasonably hire each year

2. number of faculty they can reasonably tenure each year

3. number of positions which will be vacated each year

4. which academic programs will lose or gain enrollment

5. which academic areas may need to retain or redirect surplus faculty

6. what plans for action should be launched to assure orderly faculty transition to other areas of need.

These are only a few of the possibilities which institutions should consider. The list will vary according to the special clienteles of the various institutions. But the Regents recommend that:

(8) Each institution assess its tenure policy, especially in light of the revised enrollment goals presented by the Regents, and develop a rational tenure policy which contains provisions to deal with possible institutional enrollment declines. The policy should be specific and relate to the mission, needs, and objectives of the institution, while providing for the flexibility needed to prepare for the changing conditions expected in the 1980's.

SECTION II: A CHALLENGE FOR THE NEXT DECADES: ADJUSTMENT TO SHIFTING ENROLLMENT LEVELS

A. The Need for New Enrollment Goals

In their 1972 Statewide Plan, the Regents recognized that the period of rapid enrollment growth of the 1960's was nearing its end and that the current period would be one of transition to a new set of circumstances. Although full-time undergraduate enrollment goals were shown for 1975 and 1980 in the 1972 Statewide Plan, the Regents stated that:

> "because of uncertainties associated with the projections, especially with respect to the need for a new financing arrangement, the Regents approve undergraduate enrollment goals for the State and City Universities only through 1975 and defer action on the goals for 1980."[1] (Emphasis added).

No enrollment goals were established for part-time undergraduate or graduate enrollments.

Since the publication of the 1972 Plan, the Education Department, the Commission on Independent Colleges and Universities, the State University of New York, and The City University of New York have been engaged in an intensive study of population and enrollment trends. Enrollment projections have been developed for all higher education institutions in the State under a variety of assumptions.

The Regents include these projections in this statewide progress report for the guidance of individual institutions, to provide a basis for institutions to reexamine their own short- and long-term goals and to establish new enrollment goals for the interim period between now and the effective date of the 1976 Statewide Plan.

While the overall impact of enrollment shifts is reasonably well defined, the impact of changes on individual institutions in the public and private sectors requires more intensive study and analysis. This study is underway, and its results will permit a major reassessment of mission, structure, size, and relationship among institutions as part of the 1976 Statewide Plan.

Therefore, in this Progress Report, the Regents will establish new goals only for the period between now and 1980 for categories of institutions within the public sector in order to permit the development of annual operating budgets by the public institutions. In addition, the Regents will define enrollment projections broadly for undergraduate and graduate students for 1990 in order to permit the assessment and reassessment of facilities plans to meet long-term enrollment needs. Longer term projections also are necessary

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[1] The Regents Statewide Plan for the Development of Postsecondary Education, 1972, p. 85.

to help identify the broader policy questions that need to be considered in the legislative sessions between now and the effective date of the 1976 Statewide Plan. The Regents now believe that 1980 is likely to be at or near the peak year for enrollments through the rest of the century, and the publication of goals for 1980 without forecasts for 1990 could be misleading.

1. The Rise and Fall of Enrollments in the Decades Ahead

The rapid growth in full-time undergraduate enrollments of the 1960's has ended for most institutions and will end shortly for all others. As the rate of growth slowed, many institutions lost enrollments because of location, size, cost of attendance, or program orientation. Many institutions had difficulty in making the transition to new circumstances. The first period of adjustment seems to be over, and New York State institutions have adjusted well to changing student demand and needs.

The next six years will be a period of relative stability in full-time undergraduate enrollments, while part-time and graduate enrollments could expand significantly. A reduction in the planned growth of public institutions and the newly adopted Tuition Assistance Program promises a reasonable balance between public and private institutions. However, there will be some public and many private institutions that will continue to lose full-time undergraduate students, while other public and private institutions will continue to expand.

Full-time undergraduate enrollments are expected to rise moderately from their present level of 484,000 in 1973 to 489,600 in 1980, but then they are likely to decline steadily, down to 373,900 by 1990. The 1990 full-time undergraduate enrollment level is expected to fall 23 percent below actual 1973 enrollments. Even if the statewide college-going rate increases to a rate comparable to that in New York City, full-time undergraduate enrollments in 1990 will be 10 percent below actual 1973 enrollments.

The next six years of relative enrollment stability provide the time needed to set in place programs and mechanisms that will permit higher education to adjust effectively to the changing student needs through 1990.

2. Enrollment Trends: 1969-73

The most recent period, 1969 to 1973, was characterized by a relative reduction in the rate of enrollment growth. Full-time undergraduate enrollments grew by 83,700 students during these five years. (See table 1.) While total full-time undergraduate enrollments rose by 21 percent, private institutions experienced a decline of about 4 percent in enrollments. In the transition to a reduced rate of growth, many institutions experienced financial difficulties and a significant number of public and private institutions suffered unexpected enrollment declines.

Table 1. Full-Time Undergraduate Enrollment at New York State Colleges and Universities 1969 and 1973*

Type of Institution	Full-Time Undergraduate Enrollment			
	1969	1973	Change	Percent Change
Total State	400,288	483,960	83,672	21
Public	223,495	314,119	90,624	41
Private	176,793	169,841	-6,952	-4

*For detailed data, see appendix H, table 1, p. H-1.

During this most recent period, most colleges tried to meet undergraduate enrollment goals by accepting a higher proportion of their applicants. Public institutions, excluding The City University of New York and the New York City Community College, raised their acceptance rates from 56 percent to 68 percent between 1970 and 1973; private institutions raised their acceptance rates from 65 percent to 71 percent during this same period. (See table 2.)

Table 2. Selected Undergraduate Admissions Data 1970 and 1973

Type of Institution	Applications Received		Applications Accepted		Ratio of Acceptances to App. Received	
	1970	1973	1970	1973	1970	1973
Total	330,589	338,246	197,196	233,774	.60	.69
Public*	177,217	201,634	99,734	137,407	.56	.68
Private	153,372	136,612	97,462	96,367	.63	.71

*These data exclude The City University Senior Colleges and the New York City Community Colleges.

Even so, 68 private institutions experienced declines in full-time undergraduate enrollments totaling almost 19,700 students during the past five years. (See table 3.) One-half of these institutions were in New York City or on Long Island and accounted for nearly 80 percent of the decline in enrollment. A few public 2-year colleges also did poorly during this period.

Table 3. Number of Private Institutions That Experienced Declines in Full-Time Undergraduate Enrollments; 1969 to 1973

Location of Institution	Private Colleges Experiencing Declines	
	Number of Institutions	1969 to 1973 Full-Time Undergraduate Enrollment Decline
Total Private	68	19,695
In New York City and Long Island	34	15,573
Outside New York City and Long Island	34	4,122

On the other hand, 52 private institutions experienced increases in full-time undergraduate enrollments.

The proportion of high school graduates going on to postsecondary education, which had risen during the last two decades, remained stable between 1970 and 1971 and then declined in 1972 and 1973. (See table 4.) The decline occurred in the percent of New York State high school graduates entering nondegree-granting postsecondary schools and leaving the State for collegiate study. The in-state college-going rate has been stable during the past four years.

Table 4. High School Graduates and Postsecondary Going Rates* for New York State, 1970 to 1973

	1970	1971	1972	1973
Total Postsecondary Going Rate	70.7%	70.7%	69.2%	68.1%
Instate	56.0	56.8	55.7	55.7
Out of State	14.7	13.9	13.5	12.4
Degree Granting	65.5%	65.6%	64.3%	63.4%
Instate	51.4	52.4	51.4	51.7
Out of State	14.1	13.2	12.9	11.7
Other Postsecondary	5.2%	5.1%	4.9%	4.7%
Instate	4.6	4.4	4.3	4.0
Out of State	0.6	0.7	0.6	0.7

*Percent of High School Graduates Planning to Attend Postsecondary Institutions.

Part-time undergraduate enrollments continued to grow rapidly, but only 2-year colleges and relatively few 4-year colleges located in major metropolitan areas benefited from this growth. (See table 5.) Only five out of 24 State University units, 19 out of 30 upstate community colleges, and 19 out of 124 private institutions currently enroll more than 1,000 part-time students. New educational strategies will need to be found if institutions in nonmetropolitan areas are to share this mission.

Table 5. Part-Time Undergraduate Enrollment at New York State Colleges and Universities; 1969 and 1973*

Type of Institution	Part-Time Undergraduate Enrollment		
	1969	1973	Increase
Total State	163,229	215,629	52,400
2-Year Colleges	79,987	104,101	24,114
4-Year Colleges	83,242	111,528	28,286
In New York City and Long Island	56,347	75,741	19,394
Other	26,895	35,787	8,892

*For more detailed data, see appendix H, table 2, p. H-2.

Graduate and first-professional enrollments at public and private institutions expanded significantly during the preceding five years, reflecting both the continuing demand for graduate education by professionals, primarily teachers, seeking to meet licensing and certification requirements and the increasing number of students receiving the baccalaureate degree.

Graduate enrollments rose from 152,000 students in 1969 to 180,200 in 1973, an increase of 18.5 percent. Most of the increase was among part-time students, who increased by 19,300 students during the period. (See table 6.)

The factors influencing graduate enrollment increases are likely to continue through the next two decades.

Table 6. Graduate and First-Professional Enrollments at New York State Colleges and Universities, 1969 and 1973*

Type of Attendance	Graduate and First-Professional Enrollment			
	1969	1973	Change	Percent Change
Total Enrollment	151,988	180,176	28,188	18.5
Full-Time	51,094	60,250	9,156	17.9
Part-Time	100,666	119,926	19,260	19.1

*For detailed data, see appendix H, table 3, p. H-3.

B. Full-Time Undergraduate Enrollment Projections

In October 1973, the Education Department published a series of enrollment projections[2] based upon the best statewide and regional data available at the time. This report indicated the possibility of enrollments declining far beyond what had been previously projected. The Association of Colleges and Universities of the State of New York subsequently requested the Education Department to extend that report to projections of individual campus enrollments to 1990. Projections of full-time undergraduate enrollments through 1990 were developed for each of the 198 colleges in the State which enroll undergraduate students. The projection for each institution is based upon that institution's experience in attracting high school graduates from each of the eight regions in the State and from outside New York State. The enrollment projections include transfer students. They also take into account that certain institutions still admit a relatively low proportion of their applicants; this group of 40 public and private "high demand" institutions are expected to increase their acceptance rates as the number of high school graduates decline in order to try to maintain enrollment levels.

Some 30 separate projections were developed, each based on a different set of assumptions. The projection that assumed that the in-state college-going rate will remain at the 1970-73 percentage of the high school graduating class through 1990 appears to be the most likely one to be realized. This projection also assumes a traditional college-going age population; does not assume improvement in the effectiveness of high schools to graduate students; ignores the potential to change to serve new constituencies; does not reflect the potential influence of the Tuition Assistance Program or expanded Federal student aid efforts; and applies only to full-time undergraduates.

[2] Projected Full-Time Undergraduate Enrollments for New York State Through 1990, Albany, New York: New York State Education Department, October 1973.

1. High School Graduate Projections

Table 7 displays the projection of the number of high school graduates, which will rise slightly between 1973 and 1976 and then remain stable through 1979. Beginning in 1980, high school graduates will decline to about 15 percent of the current level by 1985, and to two-thirds of the actual 1973 level by 1990. These projections are based upon the number of children who have been born, not upon expected fertility rates.

Table 7. New York State High School Graduates, Actual 1973 and Projected 1976 to 1990*

Year	High School Graduates	
	Number	Percent Change from 1973
1973 (Actual)	242,775	-
1976	251,500	3.6
1979	247,100	1.8
1985	205,500	-15.4
1990	166,800	-31.3

*For annual projections, see appendix H, table 4, p. H-4.

Many institutions are local in the sense that they attract a significant number of students from the area in which the college is located. The projections take this factor into account, as estimates of high school graduates were prepared for each of the eight regions in the State. Between now and 1980, the number of high school graduates will increase by 13 percent in the Mid-Hudson region and between 1 percent and 5 percent in the remaining regions, with the exception of New York City and the Western region (Buffalo). The number of high school graduates in these two regions will decline by 7 percent between 1973 and 1980. After 1980, declines will occur in all regions to about 31 percent below 1980 levels. (See table 8.)

Table 8. Changes in the Size of the High School Graduating Class, by Region, 1973 to 1980 and 1980 to 1990*

Region	Percent Change in High School Graduates	
	1973 to 1980	1980 to 1990
Total New York State	0.1	-31.3
Western	-6.9	-33.0
Genesee	2.1	-28.2
Central	4.8	-33.7
Northern	3.6	-23.3
Northeast	3.1	-20.3
Mid-Hudson	12.7	-31.0
New York City	-7.1	-33.8
Long Island	0.5	-34.1

*For actual projections, see appendix H, table 5, p. H-5.

2. A Period of Relative Stability: 1974-80

The remaining years of this decade should pose few problems for most private and public institutions. (See table 9.)

Table 9. Selected Data, Actual 1973 and Projected 1980

	1973 Actual	1980 Projections*		
		Low Projection	Mid-Range Projection	High Projection
Number of High School Graduates	242,775	243,100	243,100	243,100
Expected Freshman Class	140,473	139,800	152,200	165,300
Expected Full-Time Enrollments	483,960	489,600	531,100	575,100

*The in-state college-going rate assumptions underlying these three projections are: Low - 51 percent
Mid-Range - 56 percent
High - 61 percent
The actual 1973 in-state college-going rate was 51.7 percent.

While overall statewide stability is likely during this period, there will be variations among institutions depending both on their present attractiveness and the regional shifts among high school graduates.

Public and private institutions in New York City and Buffalo that are dependent upon their region's high school graduates will suffer enrollment declines while other institutions are likely to grow. It is estimated that 104 institutions will experience enrollment growth between 1973 and 1980, while enrollment declines are projected for 94 institutions.

In 1980, full-time undergraduate enrollment at The City University is projected to be about 87 percent of 1973 enrollment levels. (See table 10.) Since freshman enrollments within the system are managed through a central admissions process, this decline is not likely to affect any one institution significantly.

Most institutions within the State University system will continue to grow, though at a rate well below their 1972 master plan projections. An increase of about 22 percent is likely at the four University Centers. The remaining units will increase enrollments by about 7 percent.

Most of the upstate community colleges will increase enrollments above present levels, though few will increase enrollments significantly. Institutions in the Rochester and Buffalo areas may experience small declines.

Private institutions are likely to maintain stable enrollments during this period, and several may increase full-time undergraduate enrollments. About 25 private institutions, which draw heavily from among New York City and Buffalo high schools, will experience significant enrollment declines. But the Tuition Assistance Program (TAP) is likely to benefit most those private institutions that serve New York City and Buffalo high schools and may help them maintain their enrollments. If TAP does shift students to the private sector, the students are likely to be drawn from the City University system and the upstate community colleges.

Table 10, Full-Time Undergraduate Enrollments 1973 Actual and 1980 Projected By Sector, Low Series

Type of Institution	Full-Time Undergraduate Enrollment		
	1973 Actual	1980 Projected	Percent Change 1973 to 1980
State University	99,300	111,400	12.5
University Centers	33,900	41,300	21.8
Other Four-Year	65,400	70,200	7.3
City University	84,500	73,400	-13.1
Private Institutions	163,500	163,800	0.1
Multiversities	32,800	33,300	1.5
Universities	31,900	30,600	- 4.0
Large Colleges	48,800	48,900	0.2
Small Colleges	26,800	27,700	3.3
Engineering-Other	23,200	23,300	0.4
Total Four-Year	347,200	348,600	0.3
Two-Year Colleges			
SUNY - Ag. & Tech.	19,600	21,700	10.7
Comm. Coll., NYC	41,500	36,500	- 12.0
Comm. Coll., SUNY	69,200	77,100	11.4
Private	6,400	5,700	- 10.9
Total Two-Year	136,700	141,000	3.1
Grand Total	484,000	489,600	1.2

If the college-going rate does not decline, the period from 1974 to 1980 will be one of relative stability for most private institutions, a period of some growth for the State University, and a period during which most but not all of the units of The City University of New York will experience some declines. Several private institutions could experience sufficient declines to cause them to consider closing.

One last point is worth examining in relation to the projections. During the last two decades, public institutions have increased their share of undergraduate enrollments. It is projected that this trend will

not continue. The share of private institutions is expected to stabilize at the 1973 proportion of 35 percent of the total undergraduate enrollments and continue at this proportion through 1980, unless the present differences in tuition among public and private institutions change from their present relationships.[3]

3. A Period of Significant Decline for All Sectors: 1980-90

It is predicted that most institutions will decline in full-time undergraduate enrollment during the 1980-90 period. (See table 11.) While it is true that about 40 public and private institutions can maintain enrollments, the remaining institutions in the State will experience severe enrollment declines. If enrollments do decline to below 400,000 full-time undergraduates in 1990, the State's present system of higher education may not be continued in the same form. A number of institutions would close and other institutions are likely to accommodate their enrollments.

The conventional wisdom that public institutions will be sustained while private institutions will suffer the major decline is not borne out. Each sector has institutions with strong and weak "holding power," depending upon geographic location, reputation, and nature of program.

The 1990 full-time undergraduate enrollments are likely to decline by 23 percent from 1973 enrollments, if the in-state college-going rate remains at its current level. (See table 11.) Both public and private institutions are expected to experience full-time undergraduate enrollment declines of over 20 percent between 1980 and 1990. It is expected that full-time undergraduate enrollments at select groups of institutions, including both public and private institutions, will not fall below current levels.

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[3] A continuation of severe inflation is likely to cause such a shift. During the last two decades, higher education costs tended to rise more rapidly than increases in the general price level. The greater impact of inflation on higher education results from its labor-intensive character. While the substitution of capital for labor or labor costs used in most industries helps limit unit cost increases, higher education institutions, despite continuing improvements in cost-effectiveness, have only a limited capability to increase institutional productivity.

Private institutions must raise tuition levels in relation to the especially high rate of cost inflation characteristic of education. In the long run, therefore, tuition will rise more rapidly than the increase in the general price level. Even if tuition in the public sector rises in relation to increases in the general price level, tuition increases in the private sector will exceed the increases in the public sector. However, tuition increases in the public sector tend to rise more slowly than rises in the price level since "mandatory cost" increases are likely to be covered in whole or in part by increased appropriations.

Table 11. Full-Time Undergraduate Enrollments at New York State Colleges and Universities, Actual 1973 and Projected 1980 and 1990

Control of Institution	Full-Time Undergraduate Enrollments			
	Actual	Projected*		Percent Change
	1973	1980	1990	1973 to 1990
Total State	484,000	489,600	373,900	22.8
Public Institutions	314,100	320,100	240,800	23.3
Private Institutions	169,900	169,500	133,100	21.7

*Based on an in-state college-going rate of 51.0 percent. The actual 1973 college-going rate was 51.7 percent.

4. Summary of Full-Time Undergraduate Projections

The full-time undergraduate enrollment projections presented predict a leveling off and stabilization of full-time undergraduate enrollment from 1975 to 1980 and a serious decline from 1980 to 1990 with differing effects on public and private, large and small, upstate and downstate, and college and university structures within institutions.

Postsecondary institutions are apt to have very little direct impact on the number of high school graduates upon which these projections are based. However, there are many other factors which are under the control of institutions. With good planning during this present period of stabilization, institutions can meet the enrollment challenges of the 1980's.

C. Part-Time Undergraduate Enrollment Projections

While full-time undergraduate enrollment projections are likely to be shaped by demographic factors, institutions can shape the level of part-time undergraduate enrollments by designing and offering programs of study that meet the needs of the State's adult population. In fact, the reduced pressures upon institutions to meet full-time student needs provide them with the opportunity to meet the long-neglected needs of working adults and others whose postsecondary needs went unmet in past years.

Only institutions that develop the capability to meet the needs of the part-time student can look forward to an expanded mission in this area.

Demographic trends suggest the potential for continued growth in the enrollment of part-time students. While the number of high school graduates will stabilize and then decline, that portion of the population beyond the traditional college-going age will continue to grow during the next two decades. Between 1970 and 1980, the 20-to-39-year-old population is expected to rise from 4.7 million to 6.1 million, an increase of 30 percent. A further increase of 11 percent or nearly 700,000 people is expected between 1980 and 1990. If part-time undergraduate enrollments maintain their current age distribution and expand proportionately to the population increase in New York State, they will rise from 215,600 in 1973 to 249,400 in 1980 and to 260,000 in 1990. These increases will be accommodated largely at institutions in or near major urban areas.

If institutions are able to offer programs designed to meet specific needs of the adult population, the increase in part-time enrollments can be even more dramatic. A second higher projection is offered assuming

(1) revision in public budgetary procedures to permit public institutions to expand part-time enrollments and (2) institutional initiatives to adapt to specific adults needs. (See table 12.)

Table 12. 20-39 Year Old Population and Part-Time Undergraduate Enrollment; Actual 1970 and 1973, Projected 1980 and 1990.

	Actual		Projected	
	1970	1973	1980	1990
20-39 Year-Old Population (in thousands)	4,676	5,054*	6,095	6,767
Part-Time Undergraduate Enroll. Projection (Low)	169,191	215,629	249,400	260,000
Part-Time Undergraduate Enroll. Projection (High)	169,191	215,629	300,000	341,000

*Estimated.

D. Graduate Enrollment Projections

Enrollments of graduate and first-professional students tend to follow (1) the number of students eligible for admission to graduate programs, i.e. the number of recent college graduates holding the baccalaureate degree, (2) professional certification requirements, and (3) the demand by industry and government for persons with graduate degrees. All of these factors point to an increasing demand for graduate education.

Two sets of projections are presented. The first set assumes that the increases in demand for graduate places will tend to follow the increase in number of baccalaureate degrees awarded. A second set assumes that an increasing proportion of 4-year-college graduates will seek graduate study. Table 13 displays these projections.

Full-Time graduate enrollments are expected to rise from 60,250 students in 1973 to 70,900 students in 1980 and then decline to 66,600 students in 1990 in the low series of projections. Part-time graduate students are expected to rise from 119,900 students in 1973 to 142,700 students in 1980 to 163,000 students in 1990 in the low series.

The high series is about 7 percent above the low series level for 1980 and 6 percent above the low series level for 1990.

Table 13. Graduate and First-Professional Enrollment for New York State Colleges and Universities; Actual 1973, Projected 1980 and 1990

Type of Attendance	Graduate and First-Professional Enrollment		
	Actual	Projected	
	1973	1980	1990
Low Projection	180,176	213,600	229,600
Full-Time	60,250	70,900	66,600
Part- Time	119,926	142,700	163,000
High Projection	180,176	228,900	244,400
Full-Time	60,250	75,600	71,000
Part-Time	119,926	153,300	173,400

E. Regents Goals and Amendments to the 1972 Statewide Plan

1. Enrollment Goals

The State University of New York, The City University of New York, and the private institutions have developed projections that are somewhat higher than the projections developed by the State Education Department. These projections have not been submitted formally as enrollment goals, pending a major revision of enrollment goals as part of the 1976 Statewide Plan.

The Regents have reviewed these projections, and they have adopted interim enrollment projections as stated below that differ from the projections developed by the various sectors.[1] The Regents call upon the State University of New York and The City University of New York to translate these overall projections into individual institutional projections and to submit institutional projections to the Commissioner for his information, subject to the condition that the institutional projections, when aggregated separately for 2-year and 4-year colleges, fall within the overall goal for these two categories of institutions indicated below.

The Regents, therefore, recommend the following enrollment projections, pending the revision of enrollment goals as a part of the 1976 Statewide Plan.

[1]The Regents have adopted their low projection of full-time undergraduate enrollments as goals to be used for planning purposes between now and the effective date of the Regents 1976 Statewide Plan. The low projection is based on the assumption that the in-state college-going-rate will remain at approximately the 1973 level. The new Tuition Assistance Program and the increased funding of federal student aid programs may result in an increase in the in-state college-going-rate, and thus, the mid-range projections of the Regents would be more appropriate. A comparison of the low and mid-range projections are found in appendix H, table 41, page H-44.

The Regents recommend that:

(9) The full-time undergraduate enrollment goals for the fall 1975 to 1980 period, as displayed in table 14, be adopted as a basis for planning.

(10) The part-time undergraduate enrollment goals for the fall 1975 to 1980 period, as displayed in table 15, be adopted as a basis for planning.

(11) The graduate enrollment goals for the fall 1975 to 1980 period, as displayed in table 16, be adopted as a basis for planning.

2. Facilities Planning and Construction

New York higher education institutions have in place over 107 million net assignable square feet, which if fully used, and in the right places and designed for the right programs, could accommodate over one million students. Present enrollments, undergraduate and graduate, full-time and part-time, now number about 879,000 students. However, the facilities are not all in the right place, many of the facilities are obsolete, a high proportion of facilities in New York City is located in inadequate rented space, and individual campuses may lack buildings (e.g., libraries, laboratories, physical education facilities, dormitories) needed to complete the campus. New construction may still be needed, but justification for such construction must clearly establish that it will meet special needs.

The Regents recognize that the planning, designing, and authorization of new construction is the primary responsibility of the authorizing Boards of Trustees and the funding agencies. However, the Regents are responsible for assuring that the resources now committed to higher education and subsequently authorized are consistent with statewide needs.

In the interim between now and the 1976 Statewide Plan, which will identify more precisely enrollment projections and facilities needs, the Regents urge extreme restraint in the approval of new construction. Further, they recommend the following guidelines be followed in the review and approval of new projects:

1. That all new construction proposed between now and the effective date of the 1976 Statewide Plan consider 1990 enrollment projections.

2. That institutions differentiate among facilities needs for full-time and part-time students and undergraduate and graduate students in establishing overall and specific space needs. The facilities needs for different categories of students will vary considerably. While some institutions may require on-campus facilities for part-time students, other institutions may need to locate facilities to serve part-time students off-campus. This principle now becomes important since the enrollment projections for full-time students tend to be stable or declining, while part-time undergraduate and graduate enrollments are expected to continue to increase.

3. Since enrollments at almost all colleges in the State in 1985 and 1990 are likely to fall significantly below

Table 14. Full-Time Undergraduate Enrollment Goals by Type and Control of Institution, 1973 to 1980

Type and Control of Institution	Full-Time Undergraduate Enrollment (Fall)						
	Actual	PROJECTED					
	1973	1975	1976	1977	1978	1979	1980
Total State	483,960	489,500	492,100	494,600	495,000	493,800	489,600
Four-Year College							
State University	99,272	103,100	105,900	106,600	109,700	110,900	111,500
City University	84,511	84,500	83,900	83,000	80,000	76,000	73,400
Private Colleges	163,463	160,000	158,000	159,000	162,000	164,000	163,700
Total 4-Year	347,246	347,600	347,800	348,600	351,700	350,900	348,600
Two-Year Colleges							
State University	130,336	135,700	138,200	140,000	137,400	137,100	135,300
Private Colleges	6,378	6,200	6,100	6,000	5,900	5,800	5,700
Total 2-Year	136,714	141,900	144,300	146,000	143,300	142,900	141,000

Table 15. Part-Time Undergraduate Enrollment Goals by Type and Control of Institution, 1973 to 1980.

Type and Control of Institution	Part-Time Undergraduate Enrollments (Fall)						
	Actual	PROJECTED					
	1973	1975	1976	1977	1978	1979	1980
Total State	215,629	224,700	229,000	234,000	239,000	244,000	249,400
Four-Year Colleges							
State University	14,377	15,000	15,400	16,000	16,600	17,200	18,000
City University	46,502	50,000	51,000	52,000	52,900	53,800	54,400
Private Colleges	50,649	52,000	53,000	54,000	55,000	56,000	57,000
Total 4-Year	111,528	117,000	119,400	122,000	124,500	127,000	129,400
Two-Year Colleges							
State University	102,927	106,500	108,500	111,000	113,500	116,000	119,000
Private Colleges	1,174	1,200	1,100	1,000	1,000	1,000	1,000
Total 2-Year	104,101	107,700	109,600	112,000	114,500	117,000	120,000

Table 16. Graduate and First Professional Enrollment Goals by Type and Control of Institution, 1973 to 1980.

Type and Control of Institution	Graduate and First Professional Enrollments						
	Actual	PROJECTED					
	1973	1975	1976	1977	1978	1979	1980
Total State	180,176	188,700	194,500	199,800	204,100	208,700	213,600
Full-Time	60,250	65,000	67,000	68,500	69,000	69,800	70,900
Part-Time	119,926	123,700	127,500	131,300	135,100	138,900	142,700
State University	38,435	41,300	43,000	44,700	46,100	47,400	49,200
Full-Time	14,119	16,000	16,400	16,800	16,900	17,000	17,500
Part-Time	24,316	25,300	26,600	27,900	29,200	30,400	31,700
City University	32,086	33,800	35,100	36,600	38,000	39,300	41,000
Full-Time	4,842	5,400	5,600	6,000	6,200	6,400	7,000
Part-Time	27,244	28,400	29,500	30,600	31,800	32,900	34,000
Private Colleges	109,662	113,600	116,400	118,500	120,000	121,500	123,400
Full-Time	41,296	43,600	45,000	45,700	45,900	45,900	46,400
Part-Time	68,366	70,000	71,400	72,800	74,100	75,600	77,000

1974 levels, new construction in the interim period, until the development of the 1976 Statewide Plan, should be justified on the basis of:

a. Replacement of existing obsolete capacity.

b. Substitution for rented space.

c. Provision of such needed specialized space as for housing, laboratories, research needs, libraries or other ancillary facilities not now available.

4. Planning for new campuses not now constructed or under construction should take into account 1990 enrollment projections.

The Regents have examined the implications of its enrollment projections on specific sectors within the higher education community and offer the following specific findings.

a. The City University of New York

The present facilities program for The City University of New York is based upon 1975 enrollment goals for full-time equivalent day students which, for most City University units, are lower than 1973 full-time equivalent enrollment levels. The current facilities program of the senior colleges and the graduate center appears to be inadequate in light of projected enrollments. Under the most pessimistic 1990 enrollment projections for The City University of New York, the expansion of the senior college facilities program as shown in the 1974 City University Progress Report would result in 98 net assignable square feet (NASF) per full-time equivalent student (FTE) in 1990. This level is consistent with the 100 NASF/FTE student standard recommended by the Regents in their 1972 Statewide Plan.

b. State University Operated Units

The State University of New York, during the last several years, has reduced its facilities plans in the light of reduced enrollment expectations. Its present facilities plan, based upon enrollment goals last established in 1972, needs to be reexamined in the light of new projections for 1990. While enrollments are likely to increase somewhat between 1974 and 1980, full-time enrollments are expected to decline at most institutions subsequent

to 1985. However, the available projections for 1990 require further precise analysis, and enrollment projections for individual institutions need to be identified before their impact on facilities needs can be ascertained. The Regents recognize that the State University of New York plans to use restraint in the construction of new facilities pending the determination of new enrollment goals as a part of the 1976 Statewide Plan. The State University of New York plans to continue the orderly completion of construction now underway.

c. Community Colleges

Enrollment declines at the community colleges are expected to be especially severe during the 1980 to 1990 period. New community college construction should take into account expected 1990 enrollments and not be designed to meet the temporary peak in enrollment expected around 1980. The State University of New York Board of Trustees should review requests from community colleges for capital appropriations to see that they are consistent with the long-term as well as the short-term needs.

d. Private Colleges and Universities

The Regents request that Trustees of private colleges and universities defer new capital construction projects that increase institutional capacity until they have evaluated new enrollment projections. The Regents call upon the members of the State Dormitory Authority to continue to require that institutions seeking Dormitory Authority financing for capital construction be required to justify both need and fiscal capacity in relation to long-term as well as short-term enrollment projections. The Regents commend the Dormitory Authority for requiring that the State Education Department certify educational need prior to authorizing short and long-term financing of new construction.

F. State Financial Policy

In their 1972 Statewide Plan, the Regents issued a comprehensive financial proposal designed to achieve their goal of open access to postsecondary education for all citizens of New York State through a comprehensive system of public and private institutions. Since that time, several of the Regents financial proposals have been enacted. State Aid to nonpublic collegiate institutions was increased to lessen tuition increases necessitated by rising costs and the pressures of inflation. This increase was achieved by 1973 legislation which adopted the award levels recommended in the Regents Statewide Plan, and extended eligibility of awards to 2-year colleges, as was also proposed in the 1972 Plan. More recently the State's program of financial aid to students was expanded significantly in 1974 to provide basic entitlement grants up to $1,500 a year to New York State residents attending an approved program of study at a New York university, college, proprietary school, or hospital. This program is very similar to the increase in Scholar Incentive Payments which the Regents proposed in their 1972 Statewide Plan.

These new programs when fully implemented, will afford students a reasonable choice among public and private institutions.

The financial proposals and their fiscal implication contained in the Regents 1972 Statewide Plan were based on specific long term goals and assumptions, including the enrollment goals as contained in the 1972 Plan.

As outlined earlier in Section II of this document, enrollment projections for 1980 have been modified significantly downward as a result of recent population shifts and elementary school enrollment reductions. In quantitative terms, the assumed 1980 full-time first-time freshman enrollment of 181,500 which was utilized as a fiscal base in the 1972 proposal was optimistic. The revised freshman enrollment expectations outlined in this document indicate that a range of between 139,800 and 165,300 is more likely. The 3.5 percent annual inflation rate assumed in the 1972 plan to develop the long-term fiscal implications has proven to be unrealistic in light of recent experience. The level of Federal funding of the Education Amendments of 1972 assumed in the 1972 Plan is still another major area which is currently in transition and as yet unsettled, especially in light of the recent change in the Federal Administration.

The uncertainties associated with the above areas prohibit the development of a detailed long-term statewide fiscal plan, with required resource projections at this time. This unit of the progress report will discuss issues which have emerged as areas of concern since the development of the 1972 Plan. The Regents do plan to present a detailed fiscal plan for postsecondary education in New York State in their 1976 Statewide Plan.

Several new issues have emerged which must be addressed to ensure the continued long-term achievement of the Regents goals and objectives These include:

(1) the need for full implementation of the present Tuition Assistance Program and extension of its benefits to population segments excluded by current legislation;

(2) the need for simplified student aid application procedures and coordination between state and federal aid programs and criteria;

(3) the need for new institutional aid arrangements which will enable institutions to cope with alarming rates of inflation without having to increase tuition charges faster beyond the rise in the general price level;

(4) the need for a long-term method for financing health education;

(5) the need for State fiscal support to continue the development of Regents Regional Advisory Councils; and,

(6) the need to examine alternative arrangements that will provide either temporary aid for institutions facing sudden enrollment declines or funds for the orderly phaseout of nonviable institutions.

The following text describes statewide progress that has been made toward the achievement of the Regents major fiscal objectives as outlined in their 1972 Statewide Plan. Additionally, fiscal areas and issues which require further attention to overcome obstacles to the Regents goal of Equalization of Educational Opportunity are also discussed. Where appropriate, new Regents recommendations are presented.

1. Student Financial Aid Program

In 1974, the New York State Legislature established the Tuition Assistance Program (TAP). This program provides for direct State grants of up to $1,500 to New York State residents attending an approved program of postsecondary education in the State. The program allows for varying levels of awards dependent upon the student's economic circumstances and the tuition level of the institution he attends. Students in their first two years of college receive a slightly higher award than do upper division students. The following table of student aid awards illustrates the grant levels at several types of institutions.

Table 17. Tuition Assistance Programs Grants to Lower Division Students for Selected Income Levels and Institutional Types

Net Taxable Balance	Approximate Gross Income	Award Levels for Freshmen and Soph.	
		Private Coll.[a]	State U. Unit[b]
$2,000	$6,500	$1,500	$650
4,000	8,500	1,380	530
8,000	13,000	1,110	260
12,000	17,000	770	100[c]
20,000	25,000	100[c]	100[c]

[a] Private college tuition of $1,500 or more

[b] State University lower division tuition of $650

[c] Minimum award level for net taxable balance of $20,000 or less.

The Tuition Assistance Program is quite similar to the Regents 1972 Statewide Plan proposal which called for increased Scholar Incentive (direct grant) payments for students attending nonpublic institutions. At that time, the maximum State grant was $600 and was insufficient to effect a significant reduction in net tuition, especially at private colleges which were averaging annual undergraduate student charges of over $3,400. Student charges at the State University averaged about $1,600, over twice the maximum aid level available. As a result, many students were denied access to postsecondary education in the State.

In addition to the change in student award levels, the Regents 1972 proposal recommended that:

(1) The requirement within the Scholar Incentive Program that the student pay the first $200 be eliminated for low income students;

(2) The payment of scholar incentive awards be extended to 5 years for students in opportunity programs.

The 1974 Legislature incorporated both of these provisions in the Tuition Assistance Program.

The new assistance program is being phased in, one academic year at a time, between 1974-75 and 1977-78. By 1977-78, funding levels for the full implementation will result in a State appropriation of $130.8 million. Total State aid for direct student grants, scholarships, and fellowships will increase to over $162 million by 1977-78, an increase of 62 percent over the 1973-74 levels.[1] New York State has clearly laid the financial foundation necessary for full and equal access to postsecondary education for the majority of its citizenry. By 1975-76, when the Federal Basic Educational Opportunity Grant (BEOG) Program operates at authorized levels, the lowest income student in New York will qualify for a combined Federal-State grant of $3,100. This sum, when coupled with subsidized loan programs and institutional and State scholarships should provide the full-time student a free choice opportunity of postsecondary education. Equal access and open admissions will have been attained on a statewide basis for the most part.

The Tuition Assistance Program is the most progressive State aid program of its kind in the Nation. As stated previously, the program will be phased in during a 4-year period, one class at a time, beginning with freshmen in fall 1974. The provisions of the program must be implemented according to legislative intent so as to ensure effective fiscal coordination of the State's postsecondary system.

The Regents therefore recommend that:

(12) The State implement the newly established Tuition Assistance Program annually so that it is fully funded in accordance with the schedule adopted at the 1974 legislative session.

The present TAP legislation contains provisions which will constrain its total potential impact and effectiveness. One provision calls for the establishment of a separate State corporation to monitor all State student aid programs. The Regents strongly believe that this neither simplifies nor improves the present situation. Most current

[1] See appendix H. table 36.

aid programs are currently administered effectively through the State Education Department. The Department is also beginning to influence Federal aid program guidelines so that consistency of procedures and criteria prevails. It would be wasteful to negate the effect of these negotiations and create another State administrative unit to monitor State grants. The current Tuition Assistance Program resulted from a combination of legislative intent, Regents goals and policies, and studies of current aid developed by the State Education Department. This successful interrelationship should remain undisturbed, as sound educational policy and effective student aid coordination are the current hallmarks of the State's postsecondary system.

The creation of a separate corporation also seems inconsistent with previous legislative intent. As is described in the subsequent unit of this document, the 1973 State Legislature consolidated all aid to nonpublic collegiate institutions within the State Education Department. The Legislature effected such a change to take advantage of the administrative structure and expertise currently available in the Department which evolved through the successful administration of the majority of these programs for several years. It appears logical for the Legislature to duplicate this administrative transition in the area of student aid programs. The structure, experience, and expertise currently exists within the State Education Department to regulate all aid programs effectively and efficiently. More importantly, the new knowledge gained by observation and analysis of the revised student aid program can serve as valuable input into the decision-making and educational policy development functions of the Regents. This direct relationship would increase the responsiveness of the educational system to the needs of students. This condition would not be possible through the establishment of a separate corporation with its separate administrative structure.

The Tuition Assistance Program does not include eligibility provisions for older students or students attending postsecondary education on a part-time basis. As indicated in Section I of this report, the Regents are actively investigating the impact of these provisions, especially in light of Goal I of the 1972 Statewide Plan — Equalization of Educational Opportunity. This goal guarantees access to the State's postsecondary system for all citizens of the State regardless of their economic status, age, or attendance status. The Regents believe that the needs of the increasing numbers of adult part-time students deserve appropriate fiscal attention, so as to fully achieve Goal I within this decade. (See Regents recommendations 1 and 2, this document, p. 7.)

2. State Financial Aid Programs Aid to Nonpublic Institutions[1]

In their 1972 Statewide Plan financial proposal, the Regents noted several weaknesses in the existing financial system. Major shortcomings were noted in the State's role of maintaining a diverse system of public and private institutions through subsidization. It was noted that a declining level of philanthropic support for private higher education, and an insufficient level of State support for private higher education (through direct aid provided by the Bundy Program), had eroded the fiscal viability of this sector. The Bundy Program, established in 1968 to award private higher education institutions State grants based upon degrees awarded had not been modified since its inception. As a result, the aid formula had remained constant through 1972, while educational costs to the institutions increased 25 percent. Consequently, the State's program, intended to provide about 5 percent of the budgetary needs of the private sector, had dropped to little more than 2 percent of total expenditures.

To overcome the deficiencies inherent in the institutional aid program at that time, the Regents 1972 proposal outlined a formula modification for the Bundy Program.

The changes proposed were as follows:

Table 18. Formulae for General Aid to Nonpublic Higher Education

	Amount Per Degree Awarded		
	Previous Levels	Revised Levels	Percent Increase
Associate Degrees*	-	$300	-
Baccalaureate Degrees	$400	800	100
Master's Degrees	400	600	50
Doctoral Degrees	2,400	3,000	25

*Limited to 2-year colleges only

[1]For detail of State appropriations, see appendix H, table 37.

In 1973, the Legislature and the Governor approved the modification as proposed by the Regents. The higher awards rates have resulted in an increase of almost 65 percent in the funds being allocated to eligible institutions, restoring State aid to about 3.5 percent, on the average, of institutional total expenditures. By the end of the 1973-74 academic year, 89 institutions, including five 2-year colleges, were eligible for aid and received almost $56 million during that year. Due to both the State aid program and stringent programs of cost control by institutions, especially the major universities, aggregate deficits of the eligible institutions were reduced from about $42 million in 1969-70 to $35 million by 1972-73. It would appear that the increased aid program has significantly improved the fiscal viability of the private sector, thus contributing to the Regents goal of maintaining and strengthening a comprehensive postsecondary system in the State.

In addition to increasing the Bundy Program awards to nonpublic higher educational institutions, the 1973 Legislature also provided for the administrative consolidation of all programs of State aid to this sector. This was accomplished by transferring from the State University to the Education Department specific contractual arrangements with health education institutions.

It is obvious that the State aid programs have vastly improved the fiscal situation of the private sector of the State. There are still, however, major difficulties ahead. The enrollment declines expected in the next one and one-half decades, when coupled with the pressures of inflation and strong competition for students with the State-subsidized public colleges will probably result in financial crises for many private institutions. These difficulties may be short-term in nature for those institutions which have the strength and flexibility to adjust successfully. Other institutions with high debt service burdens, non-unique academic missions and programs, inflexible administrative structures, and high tenured faculty proportions may find themselves in untenable positions. The State should respond to these circumstances by providing temporary interim support for the stronger and more flexible institutions which are determined to be in a position to survive on a long-term basis. For those institutions which decide to discontinue operations, a definitive procedural arrangement and mechanism should be developed so as to assist them to do so. This issue is a complex one and requires deliberate study and discussion within the entire postsecondary educational community. As such, the Regents have deemed the issue of institutional survival a top priority concern and will seek the necessary resources to conduct an in-depth investigation of the matter. To continue the maintenance of a strong private sector, the Regents recommend that:

(13) The State program for institutional aid to private institutions be continued.

(14) The State Education Department study the issue of determining the appropriate State role in aiding private institutions in financial difficulty.

3. Subsidization of Public Institutions

The State continues to provide strong support for its two outstanding public university systems. Appropriations for the State University, the largest university system in the world, increased from just under $500 million in 1972-73 to nearly $657 million in 1974-75,[1] an increase of over 31 percent. The increase is in part attributable to the fact that increased debt service requirements and a decrease in certain one-time revenues have reduced the total income funds of the university which may be applied to current operations.

The State's contribution to The City University of New York, the largest urban university in the world, increased from $108.7 million in 1972-73 to $154.5 million in 1974-75, an increase of over 42 percent. These increases should go far to assist the University as it attempts to improve the academic effectiveness of its Open Admissions program.

State appropriations for the community colleges increased from $98.5 million in 1972-73 to almost $119 million in 1974-75, an increase of nearly 28 percent. The level of State support for the community colleges and the administration of their budgets are areas in which the Regents proposed changes in the 1972 Statewide Plan. The present system of providing operating funds revenue for these institutions — up to 40 percent provided by State funds, 30 percent by local sponsor funds, and 30 percent by student tuition — has resulted in educational inequities. Local sponsors who are able to draw upon a large tax base are able to set budget requests which more fully meet the educational needs of their students. Areas with depressed real property values are hard-pressed to maintain their share of even modest community college budgets.

In addition to these fiscal inequities, the coordination of the community colleges in terms of administrative practice, academic program development, and facilities plans has been difficult within the present segmented control system. To overcome the situation, the State University, The City University, and the State Education Department have supported proposed legislative changes which would result in:

(1) the State assuming additional financial support and administrative responsibility;

(2) the redefinition of community college service areas along population density boundaries; and,

(3) the transfer of jurisdiction to The City University of New York of the community colleges in New York City locally sponsored by the Board of Higher Education.

These measures would serve to increase responsiveness to community needs, increase fiscal accountability, and provide greater educational

[1] Figures include estimated staff benefits

equity among all community colleges. In partial response to the above, the 1973 State Legislature requested the State University to develop new funding formulae, accounting procedures, and administrative regulations for the community colleges. In 1974, the State University Board of Trustees recommended a three-stage legislative proposal for the financing and operation of the community colleges. Although the proposed legislation was not fully adopted by the 1974 State Legislature, significant progress appeared to have been made in the area of budget formula allowances. Basic aid ceilings were increased for the first time since 1970 and additional funds were appropriated to allow for inclusion of part-time and summer session students in the computation of supplemental State financial support for technical programs. It is anticipated that the SUNY Trustees will review their complete proposal and resubmit it in 1975. The Regents urge the State Education Department to work with the State University in these efforts so as to consolidate support for the proposed legislative program. The long-term financing and administration of community colleges is especially critical in light of: expected enrollment declines projected through 1990; the current high number of community colleges whose full-time tenured faculty ratio exceeds the Regents 60 percent guideline; and, the new attendance and transfer patterns developing between 2- and 4-year institutions as the competition for students intensifies.

The public higher education system of New York continues to be an outstanding State attribute and resource. To fulfill the commitment of open access to this generation and future generations, adequate State support must be maintained. Concurrently, increased attention should be given by State and institutional planning personnel to the implications of declining student demand in the next two decades. The State must effect an increased level of coordinated planning and operations among all public sector units so as to equalize the impact of these expected occurrences. To this end, the Regents recommend that:

(15) State funding of public institutions be continued for necessary expenditures to permit achievement of Regents approved enrollment goals while maintaining subsidized tuition rates.

(16) The highest priority be given to community college financing and governance. This issue was first studied in 1968, and proposals submitted in 1973 and 1974 were not fully acted upon by the Legislature. The present system of financing does not provide for effective coordination of community college operations. The expected impact of enrollment changes on community colleges requires greater central coordination of campus development than now exists.

4. Tuition Policies

The present system of financing postsecondary education appears to have achieved the Regents goal of affording students a reasonable choice among public and private institutions. Increased institutional aid to private institutions has helped stabilize overall tuition levels and the establishment of the Tuition Assistance Program will help extend opportunities for low income and lower-middle income students to attend private and public institutions. Recent moderate increases in tuition at the State University provide for a reasonable student share of costs for the State University.[1]

The City University continues to adhere to its policy of tuition-free undergraduate education for full-time day students. The private colleges have increased tuition charges at an annual rate of about 6 percent at the 4-year units and 1.6 percent at the 2-year units. Tuition for the degree programs at occupational schools with Regents approved degree programs has increased to a level that is slightly higher but still competitive with the traditional 2-year colleges.

The Regents believe that the State policy should be to maintain tuition at or near present levels in terms of real income. During a period of inflation, tuition levels would be expected to rise in relationship to price level increases in all sectors of higher education. New arrangements would need to be identified to prevent tuition increases beyond rises in the general price level.

One approach has been proposed in the Progress Report by the Commission on Independent Colleges and Universities. The Commission proposes that State institutional and student aid programs provide for automatic periodic increments to offset inflation and other increases in costs. The Regents defer comment on these proposals until the 1976 Statewide Plan.

For the interim period between now and the effective date of the 1976 Statewide Plan, the Regents recommend that:

(17) The Board of Higher Education of the City of New York reexamine its policies concerning tuition.

(18) The State University of New York reexamine its tuition schedule to determine if further adjustments are necessary in order to maintain the student share of expenditure levels.

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[1] See appendix H, tables 20 and 21, for actual and projected undergraduate tuition and total charges for selected sectors of higher education in the State.

5. Aid for Health Education

[— To be developed subsequent to the completion of the report by the Regents Task Force to Study the Supply and Distribution of Physicians - due September 1974. —]

6. Regionalism

In section 3 of their Statewide Plan, the Regents presented a plan for the development of regionalism among all higher education units of the State. The section described the concept, history, principles, and objectives of regionalism, and it outlined the following guidelines to assist institutions in continued efforts at regional development:

1. Regional advisory councils will continue to be established at the initiative of the institutions in the individual regions.

2. Regional advisory councils will be responsible for the selection of their own staffs and for the definition of their agenda in terms of needs identified within the regions.

3. The State Education Department will seek the advice and counsel of regional councils with respect to planning decisions that are the responsibility of the Regents who then seek the advice of the Department.

4. The regional council's primary responsibility is for coordinated planning, with the specific pattern for regional operations to be determined on a case-by-case basis and to be consistent with its objectives.

There are currently three Regents Regional Advisory Councils existing in the State: The Northeast Regents Advisory Council, the Genesee Valley Regents Advisory Council, and the Regents Regional Coordinating Council for Postsecondary Education in New York City.[1] These Councils have been invaluable in their contribution to planning functions in their respective geographic areas and in their assistance to the State Education Department.

The Councils provide a forum for the exchange of ideas among institutions; they offer a formal framework for planning mutually beneficial arrangements, but they do not operate programs; and, they advise the Regents and the Education Department on local planning needs and regional planning proposals.

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[1] See appendix D, p. D-32, for map of Regents Coordinating Regions.

In addition to the Advisory Councils existing in the State, major consortia are in operation in nearly all of the State's planning regions. These include most of the private institutions, and, even where the public institutions are not directly involved, a good working relationship exists between public and private institutions. The main emphasis of these consortia is, however, upon operational programs, not planning.

As was indicated in the 1972 Statewide Plan, the main problem which needs to be overcome is one of funding. Those consortia currently operating are reluctant to commit funds and staff for programs in which there are not immediate operational results, and consequently they are reluctant to request appointment of a Regents Council which will in turn require more institutional planning.

To date, the Regents have made several requests that State funding be provided for Regional Advisory Councils, but such support has not been made available. Since the 1972 Statewide Plan, the New York City, Northeastern, and Genesee Valley Councils have repeatedly demonstrated that institutions can work together effectively in this pattern. The review and advisory functions provided by the Councils to the Education Department and the Regents on new program and facilities proposals have saved hundreds of hours of Department staff time. The insights provided by the Council reviews, which result from their intimate knowledge of case particulars, provide recommendations for action which are justified by a more thorough and detailed procedure than is possible from Albany.

The Regents are encouraged by the planning assistance which has been provided by various regional councils. The cost savings provided by these councils justify the extension and support of their services and existence. While the success of the Councils has been gratifying, they have been severely handicapped by not having available temporary supportive funds to employ coordinating staff. To that end, the Regents recommend that:

(19) The State continue to support and the Legislature fund staff and other expenses associated with Regents regional activities.

7. Coordination of State and Federal Aid Programs

Postsecondary education in New York State is dependent upon large amounts of State and Federal subsidization for its very existence. Fiscal support for programs of student aid, opportunity programs, institutional aid, categorical aid for specialized program areas such as health education, and full subsidization of public universities have resulted in huge outlays of governmental expenditures. As outlined in Section I of this report, the result of this support has been a rapid expansion of institutions, programs, facilities, faculty, and enrolled students. Full access has been achieved for the most part and the quality of the education in New York State has reached new pinnacles of excellence. These achievements would not have

been possible without the foresight and support provided by the State and Federal governments.

In fiscal 1974-75, the State fiscal appropriation for all higher educational institutions, programs, and agencies amounts to nearly $1.2 billion.[1] This amount represents an increase of $156 million, or 15 percent over the funds made available in fiscal 1973-74, and raises the State's commitment for these purposes to more than 12 percent of total State general revenues. By comparison, in 1962-63, less than 7 percent of State revenues were allocated to higher education. By 1967-68, this percentage had reached 10 percent. For the past five years, higher education has received between 11 and 12 percent of general funds appropriations. This is especially significant in view of the fact that nationally, studies indicate a falling off of the percentage of state revenues which are being allocated for higher education purposes in many states.

Most significant among the State outlays for higher education have been: the support for public higher education ($912.8 million in 1974-75); aid to nonpublic institutions ($78.1 million in 1974-75); aid to students ($124.1 million in 1974-75); and programs for the disadvantaged ($34.7 million in 1974-75).

Concurrent with the expansion of State support for higher education, the Federal government has begun to assume a renewed major role in underwriting the cost of higher education, especially in the area of student aid. This major involvement is signified by the passage of the Education Amendments of 1972. These amendments to previous Federal statutes contained two major new aid programs, the Basic Educational Opportunity Grants (aid to students) and the Supplemental Educational Opportunity Grants (aid to institutions). Though the Nixon administration had emphasized funding for the BEOG program in its 1975-76 budget request, recent administrative transitions, and hearings by Congress which resulted in a bill recently passed by the U.S. House of Representatives shifting the administration's budget emphasis (more toward institutional aid), all bring about a new era of uncertainty in Federal funding. Because of the lack of certainty of future funding patterns, no attempt will be made to predict the long-term fiscal impact of the Amendments at this time. The Regents will address the issue of projected Federal funding in their 1976 Statewide Plan.

The amount of Federal higher education appropriations has increased rapidly in recent years.[2] Between actual fiscal 1973-74 and requested fiscal 1975-76, Federal appropriations for higher education will have increased from $1.6 billion to $2.2 billion, an increase of 37.5 percent

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[1] See appendix H, table 37.

[2] See appendix H, table 38.

in just two years. Several major programs within the Federal higher education budget resulted in large amounts of revenues for New York State. They are summarized for academic year 1974-75 below:

Federal Program	New York State Impact Academic Year 1974-75
Basic Educational Opportunity Grants (BEOG):	
Number of Eligible Students	80,000
Funds	$38,000,000
Supplemental Educational Opportunity Grants (SEOG):	
Number of Eligible Students	24,000
Funds	$16,800,000
College Work- Study Program:	
Number of Eligible Students	40,000
Funds	$19,400,000
Federal Guaranteed Student Loan Program:	
Number of New Subsidized Loans	82,000
Number of Direct Loans	57,000
Amount of Direct Loans	$25,000,000

As can be noted, the $99,200,000 received by New York State for the above nonhealth related programs represents a significant level of financial assistance.

The emerging role of the Federal government in the support of higher education has unfortunately been accompanied by a general lack of coordination of State and Federal programs. This affects all participants in the postsecondary system. The institutional administrator is often unable to plan beyond the immediate year as the Federal budget cycle often results in delayed payments and uncertain funding levels. As institutions become more dependent upon Federal assistance, any unexpected transition can have major program implications. This can be evidenced by disastrous effects created by the recent large-scale cutback in Federal support for research and expansion of institutions in the education of health professionals.

The student faces a similar but more involved quandary. In addition to not being able to completely ascertain the level of Federal award for which he will be eligible in future (due to uncertain funding levels), he also faces confusion because State and Federal student aid programs each contain their own eligibility criteria and application and administrative

procedures. The results of this confusion is manifested in the current underutilization of the Basic Educational Opportunity Program by eligible students. The Federal criteria for BEOG eligibility mandates the inclusion of the value of home equity of the rural poor, aid to dependent children under the Social Security Act, proceeds from life insurance policies where the head of the household is deceased, and the accumulated savings of elderly persons planning for retirement as a basis for determining the award.

The Regents believe th t the net ta:able income[1] criterion utilized to determine student eligibility in the State's new Tuition Assistance Program results in a far more equitable and simplified system. They feel that the Federal student aid program can be effective only if it complements State and institutional efforts. They feel that Federal policy should provide strong incentives to states and institutions to augment their efforts. Together, rather than separately, the State and Federal governments can best serve student needs.

The Regents will investigate several alternatives to the present governmental aid eligibility and awards systems to determine a more effective schema. One possibility is to restructure the Federal BEOG program so that states with significant student aid entitlement programs may have the option to coordinate a State-Federal partnership along the lines of the Guaranteed Loan program model. This program is administered by a State agency, uses Federal loan guarantees to implement Federal policy, and extends the scope of the program using State funds to meet special State needs. Thus, Federal and State policies are accommodated in a single program.

Whatever alternative schema presents itself as the most viable, the Regents are convinced that the continuation of uncoordinated State and Federal efforts is the least effective and efficient method available. As such, they will direct their efforts and resources toward the establishment of a new system of coordinated student aid which will overcome the burdens of differing criteria, additional forms, uncertain funding levels, and additional bureaucratic layers which currently present themselves as severe obstacles to eligible students attempting self-betterment through postsecondary education.

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[1]Net taxable income is ta:able income for income tax purposes increased for such excludable income as tax-free interest on securities and depletion allowances and reduced to take into account the number of persons in a family attending a postsecondary institution full time.

SECTION III. PROGRESS MADE BY THE POSTSECONDARY SYSTEM TOWARD THE REGENTS 1972 STATEWIDE PLAN GOALS

As an essential component of the statewide planning process, the Regents, in their 1972 Statewide Plan, established long-range goals for postsecondary education to the year A.D. 2000. They were:

A. Equalization of Educational Opportunities

B. A Comprehensive System of Postsecondary Education

C. Excellence in the Pursuit of Knowledge

D. Meeting the Educational Needs of Society

E. A System Responsive to Community Needs

These goals represent broad and comprehensive statements of ideal conditions toward which the Regents believe all institutions of postsecondary education should aspire, not necessarily on an individual basis, but as a part of an integrated and diverse system consisting of all kinds of institutions, to serve the post-high school clientele of the State.

The Regents recommendations contained in the 1972 Statewide Plan were statements of specific courses of action which the Regents viewed as logical first steps toward a specific responsible agency - the State University of New York, The City University of New York, the private colleges and universities, the occupational degree granting institutions, or the Education Department. Many of these recommendations were specifically addressed by the Regents in their 1974 Progress Report Bulletin in which the institutions were called upon to report data measuring progress towards the goals. (Specific assessment of the responses made to the Bulletin Questions is found in appendix G of this document.)

This section of the Report contains a discussion of the progress made by the various sectors of postsecondary education toward the goals and recommendations of the Regents. Each goal is described, then followed by a discussion of progress made by each sector and by the system as a whole.

The Regents recommendations pertinent to each goal are summarized at the end of each goal discussion. Only those recommendations considered viable are continued. (Section IV. B. of this report summarizes all the continued recommendations from all previous Regents Statewide Plans.)

A. Equalization of Educational Opportunity

Equality of opportunity has been a basic principle of this Nation from its inception. The concept of equality has evolved over the years through changing social values and the enactment and interpretation of legislation. In terms of access to postsecondary education, equal opportunity requires that any person having the aptitude and motivation be given the opportunity to be admitted to an educational program suiting his needs, without regard to race, creed, sex, age, national origin, or economic status. Equality of opportunity must extend to all levels of the postsecondary education enterprise; the faculty should be as diverse as the population served. To that end, institutional policies for the recruitment and promotion of faculty should allow and encourage the participation of qualified individuals from all segments of the population.

The major remaining barrier to equal access to postsecondary education in the State is the lack of adequate financial means to meet costs of attendance. Over the last 4 years, the cost of attending postsecondary institutions has risen dramatically. While the State University of New York has substantially increased tuition during this period, its waiver system has scaled these increases according to the student's ability to pay. The average cost of attending a private college has increased at a rate of 4.0 percent per year from 1970 to 1973. Expenditures for student aid by private colleges have increased even faster, growing at an average annual rate of 5.5 percent from 1969 to 1972. Most of this growth in expenditures was due to increased unfunded student aid. Private institutions managed to increase their average award to students by 6.3 percent from 1969 to 1972. In spite of stable enrollments during the period, the number of students receiving aid grew by 17.4 percent.

The City University of New York's free tuition and open admissions policy has resulted in relatively stable attendance costs in the past few years. The University provides substantial financial aid for living and travel expenses.

The enactment of New York State's Tuition Assistance Program provides a further means to eliminate financial barriers to postsecondary education. It will likely reduce significantly the cost of attendance for students from low and lower-middle income families which have suffered from the effects of inflation during the last few years. The program should increase the options of many students by enabling them to attend a wider variety of postsecondary institutions. This increase in options should help insure each student's access to a program which will meet his educational needs. If the federal Basic Educational Opportunity Grant Program is fully funded and coordinated with the Tuition Assistance Program as augmented by the increased availability of State loans, financial barriers to postsecondary education will be substantially lessened for most segments of the population.

A somewhat lesser problem has been the under representation of several population groups in the State's colleges and universities. Minority groups in particular have been inadequately served in the past.

In 1970, members of minority groups accounted for 14.1 percent of the 18 to 24-year-old population of the State, yet they accounted for only 9.5 percent of the full-time undergraduate enrollments at colleges and universities in the State. Remarkable progress has been made since then. By 1972, minority group members accounted for 13.6 percent of the State's full-time undergraduate enrollments. Full-time, first-time freshman enrollment of minority group members increased by 11.5 percent between 1972 and 1973,[1] increasing minority group representation to 16.2 percent of the full-time first-time freshman enrollment at the State's colleges and universities.[2]

Much of the increase in minority enrollments is due to expansion of special opportunity programs. While these programs are a direct means of increasing opportunity for minorities and the disadvantaged, they must complement other options to avoid segregation of minority students into special programs. Considerable progress has been made by the colleges of the State in providing opportunities for minorities in regular programs. State University's state operated institutions have increased full-time, first-time minority enrollments in regular programs by 32 percent between 1972 and 1973. However, special opportunity programs still account for 55 percent of the minority enrollments at these institutions. City University enrolls over 70 percent of its full-time first-time minority enrollments in regular programs. The private colleges of the State increased full-time first-time freshman minority enrollments in regular programs by 6.0 percent between 1972 and 1973. Regular programs account for 69 percent of the full-time first-time minority freshmen at private colleges.

The Regents believe that the opportunity for access to postsecondary education should be based on the ability and motivation of the individual student. Previous academic achievement is the most widely used means of measuring student ability. While it is a popular and reliable measure, it does not identify those individuals with other than traditional strengths. Institutions of the State have recognized this fact and have attempted to identify individual students' strengths by utilizing various types of admissions criteria. An example is the "interest and need" criterion utilized in special opportunity programs. Further progress to better identify individuals with the potential for academic achievement can be made as more definitive criteria are developed.

Opportunity for access to postsecondary education must extend beyond those individuals who desire the traditional full-time programs on campus. The demand for continuing education by adults is expected to continue to grow as population and need for technological skills increases. There are also those segments of the population who are not able to go where educational services are traditionally offered. The Regents External Degree Program, the College Proficiency Examination Program, University without Walls programs, and Empire State College are all examples of the extension of opportunity to adults who desire other than traditional full-time programs. Part-time undergraduate enrollments

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[1]See Appendix H, Table 6 , p. H-6.

[2]See Appendix H, Table 7 , p. H-7.

have increased by 23 percent from 1971 to 1973. The State Education Department has undertaken a study of the educational needs of adults through the remainder of this century. The Department has funded several regional projects to investigate continuing education needs and the services currently available. These efforts should provide a basis for the formulation of policies designed to meet the needs of nontraditional students in future.

The faculty of the postsecondary educational institutions of the State has diversified considerably from 1970 to 1973. Employment of women as full-time faculty at private institutions increased by 3 percent from 1970 to 1973, although total full-time faculty at these institutions decreased by 3 percent. State University increased the number of female faculty by 21 percent while total faculty rose by 12 percent. Employment of full-time minority faculty at private institutions increased by 14 percent from 1970 to 1973, and State University increased its full-time minority faculty by 15 percent during the same period.

Considerable progress has been made, but inequities continue to exist. Over 19 percent of the full-time female faculty members employed in 1973 were in positions which do not lead to tenure,[1] compared to only 9 percent of full-time male faculty. Almost 25 percent of full-time minority faculty in 1973 occupied positions not leading to tenure,[2] compared to 9.9 percent of nonminority faculty. In 1973, only 25 percent of the full-time faculty at colleges in the State were women, and 9 percent were minorities. The Regents recognize that significant progress has been made in diversifying the faculty of postsecondary institutions, and they look for continued progress in the future.

The Regents therefore continue to recommend from their 1972 Statewide Plan that:

1. colleges and universities base admission on desire and need for further education, placing students in programs suited to their capacities

16. in continuing education, postsecondary institutions should cooperate in the region to: eliminate administrative and program differentiation between regular day programs and continuing education programs; eliminate duplication of offerings; make maximal use of available facilities and qualified faculty; insure that nontraditional offerings are available to those adults needing them; guarantee transferability of credit; accelerate the acquisition of necessary credentials; and provide financial aid as needed and warranted

32. article 13 of the Education Law dealing with Scholar Incentive Awards be amended in two ways:

    a. to assure that payment awarded to students be based on credit hours taken, to enable needy part-time students to qualify

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[1]See Appendix H , Table 13, p. H-13.

[2]See Appendix H , Table 15, p. H-15.

b. to extend the number of semesters a student may receive scholar incentive awards from eight to 10 for a student pursuing a baccalaureate degree and from four to five for a student pursuing an associate degree

33. all higher education institutions in New York State, according to their financial abilities, plan to expand enrollments of minority group students, over and above opportunity program students, and to submit corroborative data to this effect

34. colleges and universities in the State consider their responsibility to those citizens of the State who are unable to go where educational services are traditionally provided (such as the rural and urban poor, the elderly and hospitalized, and prison inmates), and create programs and courses that are appropriate for and geographically available to the people

35. enrollment in all opportunity programs stabilize at 30,000 in 1980 to increase opportunity for minority groups while providing balanced minority enrollments in opportunity and regular programs. The Higher Education Opportunity Program (HEOP) should be expanded to 8,000 students by 1980 to insure adequate representation in the private sector

55. all higher education institutions in the State reassess their recruitment and promotion policies to assure that a truly diverse faculty be enlisted which will include qualified members of minority groups, women, and experienced practitioners from business, industry, and the cultural institutions of our society, and that they report their progress along these lines in their 1974 progress reports

57. guidelines for tenure, including goals and current faculty tenure proportions by faculty rank, sex, and ethnic identity, and procedures for the dismissal of incompetent tenured faculty be reported by all institutions in their 1974 progress reports

75. student financial aid programs incorporate additional provisions for adults who wish to continue their education beyond high school

The Regents also continue to recommend from their 1968 Statewide Plan that:

26. a study of postsecondary continuing education be undertaken by the State Education Department to identify the needs of target populations and the availability of programs and resources to meet the needs

The Regents continue to recommend from their 1964 Statewide Plan that:

12. the State Education Department make a special study of the programs and costs carried by students entering other types of specialized post-high school institutions (business schools, single-purpose technical schools, etc.) to determine whether the State should provide some form of financial assistance to students to such institutions

B. A Comprehensive System of Postsecondary Education

The achievement of the Regents goals and objectives pertaining to equal acess, excellence in knowledge, societal responsiveness, and community service is contingent upon the development, maintenance and strengthening of a comprehensive system of postsecondary education. This system must provide a broad range of programs and services to satiate the needs and aspirations of the diverse population it serves. It must be comprised of all types of post-high school institutions; public, private, religious, and nonreligious, technical and degree- and nondegree-granting, liberal arts, residential and commuter. These institutions must collectively provide for easy vertical and lateral mobility among the various categories of postsecondary educational opportunities throughout the adult life of each participating individual. New York State has such a system, and the Regents are pledged to providing for the continued upgrading of the experiences provided by it.

In their 1972 Statewide Plan, the Regents enumerated several recommendations which were in effect suggested courses of action aimed to further the development of such a comprehensive system.

The recommendations were directed toward both degree and nondegree institutions in appropriate instances, as the Regents attempted to broaden the statewide planning circumference beyond the traditional colleges and universities of the State to include business, trade, correspondence and hospital schools. Some recommendations were merged and translated into specific questions which were directed to postsecondary institutions in the State and were contained in the Regents 1974 Progress Report Bulletin. This bulletin provided a suggested framework for institutions to provide responses to the Regents questions and to update their own 1972 master plans by developing their institutional progress report.

The following narrative will briefly describe the institutional responses to the Regents Progress Report Bulletin, as well as the responses by all segments of the postsecondary system to each Regents 1972 Statewide Plan recommendations. The reported progress on these recommendations will be described within common topical areas. These topical areas are as follows:

(1) Admissions Policies
(2) Articulation
(3) Enrollment Goals and Facilities
(4) Institutional Gifts and Grants
(5) Interinstitutional Cooperation
(6) Resource Management
(7) Noncollegiate Education
(8) 2-Year Colleges

Subsequent to the assessment of progress made toward achievement of the Regents goal within each topical area, a listing of those recommendations deemed appropriate for continuance through the 1976 Statewide Plan will be arrayed.

Admissions Policies

One of the specific objectives contained in the Regents 1972 Plan was for the postsecondary system of the State to provide for flexible admissions criteria for easier entry and reentry into and among all postsecondary institutions. Overall, the response to this objective has been encouraging.

The State University of New York has initiated several programs which will improve the entry/reentry possibilities for its students. Entry into the State University of New York system is guaranteed for every high school graduate within a service area of a community college. Transfer from a 2-year college to a senior campus is also guaranteed to Associate in Arts and Sciences degree holders. The University also reports that a "step out" program will be developed that will permit planned leaves of absence from formal study without academic penalty. This program will also provide for periods of work, travel, and independent study and a subsequent return to the campus for completion of the student's educational objectives. Additionally, several programs are being mounted to offer academic instruction to workers and retired people. Modified work weeks to include one day of classroom instruction as well as mini-courses and workshops are some employer/University models under development. With the assistance provided by the New York State Office for the Aging, the University is providing a broad range of educational services to older citizens and is working closely with community organizations in structuring these programs.

The City University of New York recognizes that many students must take time out to work in order to make a college education economically feasible. The University has implemented policies at most units which encourage students to return to college. Time limitations on the completion of work for a degree or on the transfer of credits earned earlier have been lifted in most instances. Within the last 2 years, a majority of The City University of New York colleges have adopted the granting of academic credit for unusual experience gained during a leave of absence. In most cases, reentry into a given curricular program is contingent upon available space, though in some cases priority is given to those who are reentering. Despite progress made in achieving a more flexible system for entry/reentry, the University indicates that the goal of identifying clearly defined exit and reentry points has not to date received priority attention. The University states that it will also explore the discrimination inherent in the evening non-matriculated students who are not charged tuition. Some form of open admissions for adults will be an imperative for the University in the immediate future.

The private colleges and universities of the State report general preferential or automatic reentry for undergraduate students who withdrew in good standing. Time limitations imposed on the granting of transfer credit and a specified time period for completion of degree requirements are also generally nonexistent for undergraduate students. Some exceptions exist in highly technical or specialized institutions, understandably, due to the rapid advancements occurring within program content.

Every degree-granting occupational institution which submitted a progress report idicated a minimum of academic reentry barriers. Graduates are encouraged to return for refresher courses and drop-outs are generally

re-instated as matriculated students with full credit awarded for past academic achievement. Most institutions report flexible policies on program time committment as all reported no official time requirement for course completion.

It is evident that the various institutions in the State have made significant progress in minimizing the difficulties encountered by a student who enters and reenters postsecondary education many times within his adult lifetime. As neither public university has yet established a university-wide policy in this area, and have assigned a high priority to its development, Regents continue the following recommendation from their 1972 Statewide Plan. The Regents recommend that:

2. colleges and universities offer admission guaranteed to be available for at least 3 years, grant leaves of absence readily, allow reentry without red tape or penalty, and minimize prerequisites and requirements of specific courses

Articulation

— Secondary to Postsecondary Articulation

The Regents, in their 1972 Statewide Plan and their position paper, The Articulation of Secondary and Postsecondary Education, have acknowledged that considerable overlap exists between similar program areas at the secondary and postsecondary levels. To overcome this inefficiency in the educational continuum, the Regents have encouraged the careful development of program options such as time-shortened baccalaureate degree programs, early admission (to college) programs for advanced high school seniors, and advanced placement for students enrolled within occupational programs at community colleges which duplicate the instruction which the student may have received as part of training provided by the Board of Cooperative Educational Services (BOCES) in his regions. The Regents are pleased to note the individual efforts being undertaken by the various sectors of postsecondary education to improve articulation practices and policies. Some specific examples of these are outlined in Section I of this document, pp. 34-35, and a general sector description follows.

The number of new registrants in the time-shortened programs at the State University has increased from 212 in Fall 1971 to 1513 in Fall 1973.[1] Within the University, the three-year baccalaureate at the University College at Geneseo is the largest three-year baccalaureate program at a single campus in the United States. In addition to the Geneseo program, the three-year baccalaureate is available as an option in the School of Management at the University Center at Binghamton and at the University College at Brockport where the "Alternate College" is exploring other versions of the time-variable degree. Early admission programs in which students may begin college study during their last year of high school are offered on over 20 campuses of the University. Several special programs in time-shortening at the school/college interface, including those at the James E. Allen Center, also exist within the University. Some of these may prove to be appropriate models for use at other institutions.

Regarding the three-year baccalaureate development within the University, a modification was proposed to a recommendation made by State University to the Regents in their 1972 master plan. The new recommendation reads (additions underlined, deletions bracketed):

> "the time-shortened baccalaureate program will be established [as the basic degree program for] at one or more of the State University's undergraduate college, offering a three-year degree option in the full range of academic majors which do not involve certification of professional licensure."

The rephrasing of this recommendation takes cognizance of nearly three years of experience with the program of Geneseo as well as experience with models on other campuses. The University feels that not all students at a given campus will progress at the same rate, therefore, traditionally timed programs must be maintained in conjunction with the three-year options.

At the City University, early admissions programs are available, in every academic field at the senior colleges, to highly qualified high school juniors. There is, however, no formal three-year baccalaureate program at the University. The City University Baccalaureate Program offers the possibility of earning a degree in less than four years by requiring only 90 hours of formal classroom work. The remaining 30 credits can be earned through assessment of life experience credits and independent study or work-study projects. The number of new registrants engaged in time-shortened programs at the university increased from 170 in Fall 1971 to 263 in Fall 1973. The University anticipates that the number of time-shortened programs will increase substantially over the next several years.

The private sector progress report indicated that the number of new registrants in time-shortened baccalaureate program for the reporting institutions increased from 871 in Fall 1971 to 2164 in Fall 1973. Thus, total enrollment in these options is small in scale, but the sector report indicates a great diversity of new or planned programs to create time-shortening options. Over half of the registrants in the time-shortened arrangements were in institutions classified as college complexes. Sixty percent of the total number of registrants were in structured time-and/or-credit-shortened college programs for high school graduates. As expected there was very little enrollment in either early admissions or time-shortened baccalaureate programs in the technical and specialized colleges. With the major universities New York University begain actively recruiting students for early admissions in 1973, enrolling about 150 such students in 1973-74 in their regular academic programs.

— 2-Year to 4-year Postsecondary Articulation

The postsecondary system of the State must allow for ease of vertical mobility from 2-year to 4-year institutions so as to assist the student in his quest for higher learning. The Regents are pledged to developing educational policies which will facilitate the transfer of students and credits from junior to senior colleges in the State. In projecting enrollments for 2-and 4-year institutions in the State, the Regents have assumed that the various upper division institutions will accommodate the expected transfer

demand of the 2-year graduate.

In the Fall of 1973, 4-year institutions in New York State enrolled over 33,000 full-time transfer students.[1] The proportion of the transfers to total associate degrees granted the previous years was about one-third. Within the 33,000 transfers, the State University enrolled over 13,900, The City University enrolled nearly 6,700 and the private colleges nearly 12,500. Of the full-time transfers to 4-year institutions, over 25,900 or 78 percent were from instate institutions. Of the instate transfers, 17,000 were from 2-year institutions, this represents nearly 66 percent of the in-state total and 51 percent of the total transfers. Of the 17,000 instate 2-year transfers, over 11,600, or 68 percent, transferred with a degree.

Each sector of higher education in the State reports established policies which will facilitate the transfer ability of 2-year college graduates. The State University of New York has a stated transfer policy guaranteeing a place at a senior campus for graduates of the 2-year campuses holding Associate in Arts or Associate in Science degrees. The City University of New York reports significant progress into this area as the Board of Higher Education for New York City has adopted University policies guaranteeing the full transfer of all credits earned by A.A. and A.S. degree recipients, and more recently, A.A.S. degree recipients from within the University. Intra-University transfers account for approximately 74 percent of total full-time transfers into The City University of New York senior colleges, while degree holders from The City University of New York 2-year institutions represent 94 percent of all 2-year degree holders transferring to The City University senior units.

The private 4-year colleges and universities report that more than half of their total full-time transfer students in 1973 were from other 4-year institutions. It is interesting to note that 27.7 percent of the total transfers were from out-of-state 4-year institutions, while 26.3 percent were from in-state 4-year institutions. Over 80 percent of the transfers from 2-year colleges, were from in-state institutions, predominately public 2-year institutions.

It appears that the collegiate postsecondary sectors have made considerable progress toward making available upper division space for 2-year

encouraging. Vertical and lateral mobility have become realizable objectives for the postsecondary student. The Regents urge continued development of policies which are aimed at facilitating 2- 4-year articulation, especially in relation to credits allowed and additional baccalaureate credits required. They will monitor sector progress in this area for reporting in their 1976 Statewide Plan.

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[1]See appendix H, tables 25 through 30 for detailed statistics on full-time transfer students.

Enrollments and Facilities

The topical areas of enrollment projections and the resulting facilities implications are described in detail in Section II, pp. 27-47, of this document.

The Regents realize that the enrollment projections contained in this document represent significant downward revisions from previous statewide plan levels. As this progress report is an interim document, the Regents will re-study all factors, assumptions, and trend data relating to the projections between now and the issuance of the 1976 Statewide Plan. The Regents continue the following recommendations from their 1972 Statewide Plan to serve as a framework within which they urge the postsecondary community to assist them in this enrollments re-study. The Regents recommend that:

61. comprehensive long-range facilities planning be continued at all levels in order to forestall the construction of new buildings when existing facilities can be altered to serve the same purpose at a lesser cost

63. the Dormitory Authority continue to exercise restraint in the authorization of new facilities construction especially if they expand capacity, and that the Authority continue to seek the advice of the Commissioner regarding academic need

65. The City University of New York identify individual senior college facilities priorities within these constraints:

    a. that overall space of the senior colleges not exceed 100 net assignable square feet per full-time equivalent student

    b. that no construction take place which is not a part of a master plan approved by the Regents and the Governor

    c. that no more than $520 million be authorized for senior college facilities expansion prior to June 30, 1976, based upon estimates of university income available for construction and of appropriate outstanding obligations

71. institutions critically review their administrative staffing and operational procedures to insure more efficient resource utilization with particular emphasis on facilities and equipment

Institutional Gifts and Grants

The Regents have long recognized that collegiate institutions, especially private colleges and universities, depend upon philanthropic support to subsidize their costs of operation and capital development. In the finance unit of their 1972 Statewide Plan, the Regents indicated that a potential weakness existed in the current financial structure because of factors which could serve to depress the level of gifts historically received. The slowdown of capital construction, an inflationary economy,

poor stocks and bonds market performances and potentially adverse changes in the tax regulations governing donations by private individuals and foundations are factors which were, and still are, feared for their adverse effect upon the flow of this type of institutional revenues.

The lack of ability to use gifts and grants in a way which is most beneficial to the institution is another area of Regents concern. In their Progress Report Bulletin, the Regents suggested that donors had been too restrictive in the conditions of usage associated with their gifts. The Regents urged that donors allow institutions to decide what the best utilization of the gift would be, instead of insisting that gifts be used for tangible, visible purposes, such as a new building. The Regents realize that to maintain a comprehensive and diverse system of postsecondary education, a continued flow of private revenues is a necessity, and self-determined appropriate use of these funds by institutions is a must.

As can be noted from the table below, the private sector has fared comparatively well in recent years, in terms of total gifts and grants received from private sources.[1]

Total Gifts and Grants Revenues for New York State Private Colleges* by Type of Fund, 1969-70 and 1972-73.

	1969-70			1972-73	
	Millions of Dollars	Percent of Total		Millions of Dollars	Percent of Total
Total Gifts and Grants	214.7	100.0		217.5	100.0
Current Funds	129.9	60.5		140.2	84.5
Endowment	36.3	16.9		38.5	17.7
Plant	42.7	19.9		29.3	13.5
Other	5.8	2.7		9.6	4.4

*Excludes Brooklyn College of Pharmacy, Alfred University, Briarcliff, Roberts Wesleyan, Friends World, Touro College, Mannes College of Music, Brooklyn Law School, Mt. Sinai, New York College of Podiatric Medicine, and the College of Pharmaceutical Sciences.

NOTE: Detail may not add to totals due to rounding.

[1]As the purpose of this investigation pertains for the most part to the private sector (which depends upon private gifts and grants for a major portion of total revenues) the assessment will be restricted to that sector.

Total gifts and grants revenues increased from $214.7 million in fiscal 1969-70 to $217.5 million in fiscal 1972-73, and increase of $2.8 million.[1] The most significant progress made toward strengthening the fiscal viability of the private sector can be noted in the distribution of these revenues within major funds categories. The largest funds gain was within Current Funds, $10.3 million; while the amount of philanthropic revenues allocated to plant funds declined by $13.4 million. It is obvious that institutions are allocating a greater proportion of the gifts received to that area where they are most needed — operating costs. The Regents are encouraged by these trends and urge private institutions to go even farther in their search for ways to improve their long-term economic viability. The Regents believe that if development campaigns for gifts and grants revenues are effective in the areas of plant and endowment funds, then well-organized campaigns for gifts for current unrestricted funds should also be successful in aiding the fiscal health of an instituion. The Regents view such campaign programs as very real mechanisms which should be utilized to partially offset the compounding problems of continuing inflation and declining enrollments.

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Interinstitutional Cooperation

One of the specific objectives enumerated by the Regents in their 1972 Statewide Plan called for a comprehensive system of postsecondary education which provided for maximum utilization of physical facilities and personnel resources through interinstitutional cooperation. The continuing development of the concept of regionalism and the establishment and operation of Regents Regional Advisory Councils are examples of progress being made toward the achievement of this objective. There are currently three Regents Regional Advisory Councils and 10 institutional consortia functioning in New York State. The membership of these groups, for the most part, reflects public and private institutions working together to solve mutual problems.

The State University is involved in interinstitutional cooperation with both educational and noneducational institutions. In developing new programs of study, the University has cooperated with a variety of social, cultural, business, industrial and governmental institutions. Some examples include the Maritime College, which is working with the U.S. Coast Guard to design a vessel traffic system for the New York City Harbor. New York's Sea Grant program, a joint activity of the State University and Cornell University, is another fine example of a cooperative venture of outstanding social value. The State University is participating actively in regional and statewide interinstitutional planning in cooperation with Regents Regional Advisory Councils. The State University is also engaged in operational programs involving the cross-registration of students and the coordinated teaching of specialized courses such as those in foreign languages.

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[1] This increase in revenues from gifts and grants of $2.8 million, or 1.3 percent, has resulted in an actual net erosion of the effective income received because of inflation.

Interinstitutional cooperation for The City University of New York has been most successful in relation to other institutions in New York City. In such academic programs as education and the allied health professions, the University has sought and developed placement for its students in actual settings. Cooperative education programs at the University have provided direct assistance to agencies and businesses. Inter-library exchanges throughout the University, with the New York Public Library, and with private libraries have expanded mutual research capabilities. The University is continuing to actively seek means of cooperation with colleges and universities through the Regents Regional Coordinating Council.

Most of the private colleges and universities in the State are engaged in cooperative ventures both with other colleges and with noneducational institutions.

The Coordinated Campus at Brentwood involving C.W. Post and St. Joseph's College is an excellent example of increased facilities utilization through joint cooperation. New York University's joint program in classical studies with the Graduate School and University Center of The City University of New York is another example of cost-saving through cooperation.

The Regents applaud the widespread acceptance of interinstitutional cooperation exemplified by the sector progress reports. They will actively seek State funding for the continued development of their Regional Advisory Council network. The Regents continue the following recommendation from their 1972 Statewide Plan:

69. institutions individually and jointly within regions review low enrollment courses and programs and take steps to eliminate or consolidate those that are not essential to the preservation of a unique academic character

The Regents continue to recommend from their 1964 Statewide Plan that:

32. groups of colleges and universities that have close geographic and other ties develop interinstitutional cooperative programs and joint use of resources, human and material, to further the scope of their services to students and to the State

Resource Management

The cost of higher education is increasing at a rapid rate. This is exemplified by the increased dollar expenditures realized by the institutions in the State. In fiscal year 1970-71, higher educational institutions in New York State spent $1.54 billion on selected educational expenditures.[1]

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[1]Selected educational and general expenditures excludes: Sponsored Research, Other Separately Budgeted Research, Other Sponsored Programs Organized Activities Related to Educational Departments, Student Aid and Auxiliary Enterprises. These data are as reported by institutions submitting 1974 progress reports.

By 1972-73, these expenditures had increased to $1.83 billion, an increase of 18.8 percent. Total enrollments for the same period increased approximately 8.6 percent.[1]

Inflation, currently at a national annual rate of 10.7 percent has affected every category of institutional expenditures, including those for wages and benefits, food, and fuel. Institutions have been forced to increase tuition in order to generate additional revenues, but present tuition rates cannot be raised much more without denying a large segment of students the opportunity for postsecondary education. Clearly, the time for cost savings through improved management techniques is at hand.

The Regents are pleased to note that the various higher educational institutions are taking administrative steps to improve their management systems. The State University is working toward the establishment of a data collection and information system with all of its units to be involved by 1976. The system will maintain compatibility with the definitions and terms of the Higher Education General Information Survey (HEGIS) and the National Center for Higher Education Management Systems (NCHEMS). The City University of New York has held its increase in expenditures per FTE student to about one percent per year between 1970-71 and 1972-73, a significant fact in light of the cost of operating its Open Admissions program. Several private colleges and universities are actively investigating the adoption of sophisticated management techniques and have employed expert consultants to assist them in cutting costs.

On a statewide basis, the State Education Department is currently developing a comprehensive information system which will reflect inputs from all postsecondary institutions in the State -- degree- and nondegree-granting. The system, which is expected to be operational by the Fall of 1975, will assist the Regents in coordinating long-range planning for all institutions in the State.

So as to insure continued improvement of institutional management practices, and to establish an analytical framework within which educational costs can be examined, the Regents continue the following recommendations from their 1972 Statewide Plan:

The Regents recommend that:

71. institutions critically review their administrative staffing and operational procedures to insure more efficient resource utilization with particular emphasis on facilities and equipment

77. a comprehensive management information system be developed, generating compatible data on the current and anticipated status of all education beyond high school in the State concerning programs, enrollment and graduates, facilities and capacity, faculty, and finances

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[1]The percentage growth reflects increases in full-time equivalent enrollments. Full-time equivalent equals full-time plus one-third part-time.

The Regents continue to recommend from their 1968 Statewide Plan that:

58. the State Education Department seek to develop better per student cost figures on which to base cost estimates and comparisons through a study of fiscal procedures employed. The study should be undertaken in cooperation with the Board of Trustees of State University, the Board of Higher Education of the City of New York, and privately controlled colleges and universities

The Regents also continue to recommend from their 1964 Statewide Plan that:

5. Federal grants be provided to higher education institutions to improve financial management, planning, and long-range development. Programs should be consolidated and simplified so that duplications of categorical aid may be avoided

Noncollegiate Education

In 1972, the Congress enacted the Education Amendments of 1972 which contained many provisions pertaining to education beyond high school. One specific provision required, for purposes of certain Federal funds' eligibility, every state in the Nation to establish a coordinating body which would have planning responsibility for all postsecondary institutions within the state — both degree-granting colleges and nondegree-granting business and trade schools. These coordinating bodies became known as the "1202 Commissions." The objective of the Commissions is to identify, recognize, and maximize the utilization of all resources which are available to serve the adult student population.

In New York State, the Regents have been designated as the New York State Postsecondary Education Commission (1202 Commission). Functioning as this Commission, the Regents have undertaken the task of integrating the collegiate and noncollegiate resources of the State into a single efficient educational system. Initial evidence of these efforts can be found within the Regents 1972 Statewide Plan, where master plan inputs were provided by several occupational institutions and a description of the programs and types of noncollegiate institutions was included. In the Plan, the Regents recommend that financial aid programs and planning arrangements be extended to include noncollegiate institutions.

Since the issuance of the 1972 Statewide Plan, much has been done to recognize noncollegiate education in the State and to develop policies and procedures to fully utilize the resources available in this sector.

The Regents have extended degree powers to an increasing number of occupational institutions. Since their historic decision in 1971 to extend degree powers to business and trade institutes which meet specified program quality standards, the Regents have authorized 24 institutions to award degrees ranging from the Associate in Occupational Studies to the Bachelor of Fine Arts. In one instance, permission has been granted to an occupational institution to offer an Associate in Applied Science degree program in conjunction with an established college.

Several of the degree-granting occupational schools submitted 1974 progress reports to the Regents. The scope and depth of these reports parallel ones received from traditional colleges. The institutions report growing enrollments, strong library collections, reasonable tuition levels (approximately equal to traditional private 2-year colleges), and impressive job placement rates. The functions of student counseling, employment placement, and follow-up of graduates appear to be the most comprehensive of any type of postsecondary institution in the State.

Several of the degree-granting occupational institutions recommended the extension of State and Federal financial aid eligibility to their students. The Regents have successfully supported incorporation of provisions in revised student aid programs (TAP) which would extend eligibility to previously excluded groups such as students in hospital-based programs, and students in degree programs in trade and technical schools.

The transferability of occupational degree graduates is another area in which reporting institutions expressed concern. Several institutions indicated that some of their graduates were being placed at a "credits allowed" disadvantage when they attempted to transfer to a traditional college. In response to this concern, the Regents collected transfer credits information as part of their Progress Report Bulletin requirement. Though the response rate did not allow a significant level of analysis, the individual collegiate progress reports reflect the continuing effort of 4-year colleges to fairly appraise the credits earned by transfers from degree-granting occupational institutions. The Regents will continue their investigation in this area as a part of the development of their 1976 Statewide Plan. The Regents will also continue to support equity for occupational institutions with high quality curricula by extending degree-granting privileges, whenever a requesting institution meets or exceeds the same academic quality criteria applied to the registration of a program at a traditional college.

The State Education Department has begun to establish mechanisms which will eventually incorporate fully the nondegree-granting postsecondary educational institutions of the State into the statewide planning process. The State Education Department is working with industrial organizations which offer instructional programs to develop a systematic approach for the assessment of these programs. As a result, an employee may be able to get college credit for instruction provided by his employer. An employee could then transfer these credits' assessments to a permanent transcript through the Regents Credit Bank mechanism, described on pp. 19 and 21 of this report, or apply directly to a college for recognition of his credit.

A survey of nondegree-granting educational institutions was recently conducted by the State Education Department. The results of this survey indicate that there are nearly 500 institutions in the State offering a wide variety of postsecondary educational programs.[1] The purpose of the

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[1]See appendix D, part II, for a preliminary listing of those nondegree postsecondary institutions identified by the survey.

survey was to identify those institutions which offer formally organized programs of study to people beyond the age of compulsory school attendance. The long-term objective of the study is to incorporate the resources, services, and plans of this institutional sector into the Statewide post-secondary planning process.

The nondegree institutions identified offer a wide range of educational programs; some examples are welding, court reporting, electrical technology, commercial piloting, modeling, and postdoctoral and postprofessional continuing education and research. The programs offered range from several hours to several years in duration. Total unduplicated headcount enrollments in the institutions identified for the fall 1973 period were approximately 64,000. As expected, the largest number of the institutions were located in the New York Metropolitan region (46.6%), as were the majority of the enrollments (65.5%).[1] An indepth report will be published by the Regents in the fall of 1975. The 1976 Statewide Plan will contain planning inputs provided by the nondegree institutions, thereby strengthening the statewide planning impact and institutional base of the document.

So as to continue to strengthen the postsecondary system of the State by continuing to recognize and utilize the noncollegiate resources of the State, the Regents continue the following 1972 Statewide Plan recommendations.

The Regents recommend that:

26. the State explore, evaluate, and publicize - for those who either choose to or must study on their own - the noncollegiate learning experiences available through The University of the State of New York. These include libraries, museums, proprietary schools, industrial training programs, and home study materials delivered through the various technologies, all of which constitute an unrealized part of the educational resources of the State.

74. statewide and regional arrangements for the planning and coordination of education beyond high school should involve the full and active participation of the noncollegiate sector in order to meet the Regents goals for postsecondary education

2-Year Colleges

In their 1972 Statewide Plan, the Regents noted the important contribution made by the 2-year colleges of the State toward providing a diversity of lower division programs in the liberal arts and technologies as well as certificate and diploma level programs of studies in various occupational fields. The Regents reaffirmed their committment to the comprehensive community college concept, reaffirmed their belief that the agricultural and technical colleges of the State should continue to be used as innovative 2-year colleges, and acknowledged the rich potential of the private junior colleges. The Regents also indicated several courses of action which would improve the viability and educational effectiveness of 2-year colleges.

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[1]See appendix H, tables 39-40.

Considerable progress has been made toward achievement of these recommendations.

Private junior colleges have made significant modifications to their program structures and curriculum offerings. New programs in such critical fields as the allied health fields have been established by some in conjunction with nearby health facilities. Management efficiencies have been effected by the reduction of administrative costs. Better space utilization has resulted by the reassignment of buildings and rooms. Community service programs have been initiated to extend the benefits and resources of the institutions to nearby social, business, and labor organizations, and other community groups. Special tuition rates to senior citizens and community residents are other examples of special service to the community. Most importantly for the 2-year private colleges, intensified administrative attention is being paid toward long-term enrollment trends and their impact upon the continued viability of the institutions. Most reporting institutions indicate that the recent enactment of Regents-proposed Bundy Aid eligibility for 2-year private colleges, and increased State student aid benefits, have improved their long-term fiscal situation considerably. Future efforts are being conducted by many of the institution, however, to devise new arrangements which will ensure their fiscal and academic existence. Joint program ventures with other public and private colleges, rental of excess space, and a review and communication of the instituions' missions and objectives are some examples. The Regents urge continuance of these efforts and will take care to include a thorough review of the potential impact upon this sector of future policy and planning decisions.

The public 2-year colleges of the State continue to provide full access to the State's postsecondary system. The colleges are exhibiting considerable flexibility in devising course scheduling, delivery modes and program ranges to meet the needs of all student types — young, old, full-time, part-time, degree and nondegree seeking. The State University reports that its 2-year colleges consistently account for a major portion of the University's service to part-time students. Part-time students of these institutions may enroll on a specific course basis or matriculate for certificate or associate degree programs in a broad range of subject matter fields. In some vocational areas, students have the choice between a 1-year program and immediate entrance into an occupational field, or a 2-year program leading to a degree. A number of community colleges and agricultural and technical colleges have developed cooperative work-study progams, wherein students in occupational curricula intersperse campus study with actual work experience, thereby enhancing the value of both. Two of the community colleges, LaGuardia and Schenectady, have developed comprehensive arrangements of this type in nearly all program areas. The Regents applaud these efforts and urge more such innovation. The successful implementation of cooperative arrangements of this type should go far toward accomplishing the Regents recommendation of improving the job placement of graduates and upgrading their level of self-fulfillment through employment.

The rapid growth of the State's 2-year college sector has been in direct response to the needs of an expanding student population. This growth has, however created complex administrative, financing and inter-institutional issues. As the upcoming years bring a stabilization in the number of students to be served, the Regents believe that more attention

must be given to clear identification of institutional mission and to effective planning and management practices. Concurrently, as described in the finance unit of Section II of this report, current fiscal and academic inequities must be overcome to ensure an equal opportunity to high quality academic programs, regardless of the location of an institution or the tax base of its sponsor. The Regents are making these issues high priority items toward which they will continue to direct their energies and attention. The Regents therefore continue the following recommendations from their 1972 Statewide Plan:

17. State University reassess the six agricultural and technical colleges[1]

20. legislation be enacted to accomplish the following:

    a. the expansion of the role of the (community) college to include the authority to administer the budget of the college once it is approved by local sponsors

    b. the reconstitution of local service areas for community colleges along lines that will more adequately reflect population densities rather than political boundaries. Pending the reconstitution of local service areas, establishment of new community colleges should be curtailed

    c. the jurisdiction of the City University over the community colleges in New York City locally sponsored by the Board of Higher Education

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[1]The reassessment of the State University agricultural and technical colleges should proceed along the lines suggested on pp. 19-20 of the Regents 1972 Statewide Plan for the Development of Postsecondary Education.

C. Excellence in the Pursuit of Knowledge

The Regents rationale for establishing the goal of excellence is implicit; in their 1972 Statewide Plan, they noted that it "is necessary to bring the [student] to his maximum level of development." Although the 1972 Plan singled out collegiate postsecondary education as an area of special emphasis, the earlier 1964 Plan contained the statement, "excellence is necessary in every category of education."

In noting the close of the expansionary phase of the 1960's, the Regents in their 1972 Plan cautioned against the erosion of quality by contraction. While contraction is generally feared and viewed as a symbol of depression in postsecondary education, it can be seen to present a unique opportunity to more easily embrace the goal of excellence as a realistic planning factor. Future progress will be measured by the number of existing, good programs that are maintained and strengthened and by the number of low quality or marginal programs that are phased out, both occurring as a function of planned managerial action stimulated by clearly developed policy. For the present report, progress toward the goal is monitored in the following topical areas:

(1) academic libraries,
(2) graduate and professional education, and
(3) faculty.

Academic Libraries

State University of New York reports in its 1974 Progrees Report that between 1972 and 1974 its library holdings increased by more than 80,000 volumes; 35,000 unique serial titles are now held by the combined libraries. However, no indication is provided as to whether the various units of State University of New York meet the guidelines suggested by the Regents Advisory Committee on Long-Range Planning for Academic Libraries.

Nonprint materials are being acquired, such as microfilm, audio cassettes, etc., but the precise nature and extent of these acquisitions are not described. State University of New York has negotiated a contract with the Ohio College Library Center (OCLC) to provide on-line, computer-shared cataloging services. Terminals are to be installed during 1974, which will link State University of New York and other New York libraries with 110 libraries throughout Ohio, Pennsylvania, New England, Texas, and the southeastern states. All State University of New York units are members of their respective 3R's Systems.

A survey of the four State University of New York Coordinating Areas revealed 17 regional projects in library use arrangements in operation, and 14 under consideration.

State University of New York personnel have participated in the joint State University of New York/State Education Department Task Force on Library Data Centers. In addition, State University of New York has extended the Biomedical Network to include 64 medical libraries and the Educational Recordings Library now serves all campuses with tapes and films.

The only City University of New York unit to exceed the advisory committee guidelines is City College. Faculty and doctoral students rely heavily upon the resources available through the New York Public Library, where $1.2 million is being supplied by City University of New York annually through its capital budget to support research services. Also, fifteen of the City University of New York units are members of New York Metropolitan Reference and Research Library Agency Inc. (METRO). Proposed or ongoing studies include interlibrary coordination, specialized collections and their regional use, computerized cataloging, circulation, and acquisition systems.

Of the nonpublic institutions, more than 100 are members of the 3R's systems. Those reporting indicated imposing areas of strength tempered by an awareness of areas of weakness. Guidelines were viewed as not appropriate to all levels of libraries. As a partial reflection of that view, Commission on Independent Colleges and Universities (CICU) recommended that the incorporation of interlibrary cooperation into the guidelines be deferred, pending reassessment of the guidelines.

Each of the degree-granting occupational institutions reporting maintains a highly specialized library considered adequate to meet the needs of its students.

In summary, it should be noted that all sectors acknowledge the importance of library holdings and student skills in using them. Although efforts vary with institutions, general orientation programs are widespread, and it is typical for students enrolled in opportunity programs to receive instruction in library skills. An ever widening variety of nonprint resources is being made available for instruction and research, and efficiency in disseminating information is being substantially increased through OCLC cataloging services and The Reference and Research Library Resources Program (3R's) systems.

Thus the Regents continue the following recommendations from their 1972 Statewide Plan. The Regents recommend that:

60a. in the area of academic libraries, that where 3R's regions and higher education planning regions are not coterminous, effective interface be achieved by insuring that the Regents advisory councils in the higher education regions make full use of the expertise that has been developed in the 3R's Systems through their representation on these councils and the relevant task forces

60b. in the area of academic libraries, that appropriate utilization be made of the resources of all types of libraries that make up the membership of the nine 3R's Systems—to meet the regional postsecondary educational needs of the State

60c. in the area of academic libraries, that the higher education regions, jointly with the 3R's Systems, designate certain libraries as resource libraries that will be available to all students and faculty in institutions of higher education in the regions

60f. in the area of academic libraries, that every institution of higher education have a library that meets threshold adequacy as regards resources, staff, and facilities. Therefore, the Regents recommend in principle that the guidelines developed by the Advisory Committee on Long-Range Planning for Academic Libraries in New York State become the standards for all academic libraries in the State. While interlibrary cooperation through the 3R's Systems and regionalism is encouraged, it is recognized that the effective use of the concept of shared resources and facilities will be eroded if individual institutions do not have basic resources and facilities on site

60g. in the area of academic libraries, that academic institutions provide special library instruction and counseling for students needing this assistance

60h. in the area of academic libraries, that effective use be made of all media including the development of an information retrieval and dissemination system

60j. in the area of academic libraries, that the State enact legislation in support of the reference and research program as suggested in the "Major Recommendations of the Regents for Legislative Action, 1974." Such legislation would provide support for the 3R's Systems and for State level programs including research collection development, NYSILL, etc.

60k. in the area of academic libraries, that, in recognition of the vitally important role of the Research Libraries of the New York Public Library in the total network of the State and of the key role the library plays in the support of academic library service including the State University of New York, The City University of New York, and the private colleges and universities of New York, the State increase its support for the Research Libraries of the New York Public Library

Graduate and Professional Education

Teacher Education

Major segments of many State University of New York teacher education programs are now competence-based and field-centered; these will serve as a readily available foundation for future progress. Teacher education programs are capitalizing upon years of experience and good will gained through their close working relationship with school districts. All SUNY units with teacher education programs have formed one or more consortia of public schools to participate in the revision process. Some aspects of some programs have been implemented on a pilot basis. The Center at Buffalo and the Colleges at Fredonia and Geneseo have field-centered programs emphasizing the practicum experience. The Center at Albany has initiated a Teacher Educational Development Service (one of three in the United States) to serve as a resource for agencies involved in developing competence-based teacher preparation programs. Other units,

such as Oswego and Potsdam offer undergraduates planned experiences in teaching situations so that students can test their inclinations toward a teaching career.

Field-based competency assessment, begun in 1970, is presently one of two major emphases in teacher education at The City University of New York. Curriculum materials are being field-tested and competencies are being defined. The City University plans to define all elementary education competencies by February 1975, and secondary and remaining competencies by the end of 1977. Eventually, the project will enable the testing, measurement, and evaluation of competencies. Field-based competency assessment is expensive since it requires more student contact and lower faculty-student ratios. However, The City University does not intend to cut teacher education programs at this time and increased funding will be sought. Seventy-nine percent of the 1972 teacher education graduates found teaching jobs.

Seventy-two percent of the 88 private institutions responding to a request for information on teacher education programs indicated that they have such programs. Sixty-three institutions are involved presently at some stage of developing competence-based programs: six have well-developed programs, 28 are in the middle stages; and 29 are in the initial stages of such development. Techniques reported as being employed include: simulation games, mastery modules, skill teaching sessions, structured observation, and provisions for videotaped self-evaluation. The programs are also being more clearly articulated with the public schools.

Data submitted by the sectors is reinforced generally by a State Education Department survey, which indicated that 68 percent of all institutions offering teacher education are in the process of initiating competence-based programs.

Master's Education

Evaluation procedures for State University of New York's master's programs involve an internal evaluation report and a visit and report by an external evaluation team. Internal reports have been completed for all 482 master's programs; this alone has led to considerable reassessment. Campuses preparing education personnel have begun revising all master's programs which are also certification programs. In a number of State University of New York units the revisions will force consolidation or elimination of programs. Discussion centers also on discontinuing other master's programs having low enrollments. As yet, external evaluations have not been made. This is because major enrollments are in teacher education programs, which are shortly to undergo extensive modification to meet competency-based certification requirements. Master's programs at the State University College at Purchase in arts and letters, and in fine and performing arts, will not be developed until undergraduate disciplines have reached full academic strength.

All master's programs of The City University of New York will have been evaluated by the end of the 1974-75 academic year. Self-study, followed by an extended evaluation team visitation, considers objectives, curriculum, instruction, research, library, student demand, and utilization of surrounding resources. New proposed programs are carefully screened and receive approval only to meet special needs.

Evaluation is conducted within private institutions by departments, at 2-3 year intervals. It is usually carried out by institution-wide graduate committees and occasionally by outside consultants. Factors considered include enrollment patterns, faculty qualifications, student GRE scores, employment statistics, and student performance in advanced degree work.

Between 1972-73 and 1973-74, applications for master's programs dropped from 40 to 25 and registrations from 34 to 17, exclusive of professional programs. This may reflect more rigorous judgments about new programs by the institutions and the Department.

During 1973, 10 (nine public and one private) of the 90 institutions offering master's programs were visited by the State Education Department's Division of Academic Program Review (DAPR). At none was there observed a strong evaluative process regarding all Regents recommendations. Continued DAPR efforts are being devoted to the development of continuous assessment procedures for all institutions. DAPR now working to that end with City University of New York and the private institutions; future efforts are planned in cooperation with State University of New York.

Doctoral Education

Since the 1971-72 moratorium on doctoral programs, only three new State University programs have been approved. The four University Centers have discussed coordination in major fields to form University-wide doctoral programs. Internal evaluation reports have been completed for all 201 State University of New York doctoral programs. In addition, external evaluations of doctoral and attendant master's programs are virtually accomplished; external evaluations of programs at the Center at Buffalo have been completed, the evaluations at Albany and Binghamton Centers are 70 percent complete, and Story Brook is following a pattern of periodic evaluation. External evaluations at the Upstate and Downstate Medical Centers, and the College of Environmental Science and Forestry will be completed next year. The State University of New York statutory colleges at Cornell University are evaluated periodically through the Cornell Graduate School.

Periodic quality evaluation of doctoral programs began at The City University of New York in 1973 with mathematics and speech and hearing services. During 1974, programs in anthropology and psychology are to be evaluated. The City University of New York utilizes both internal and external teams, and factors considered include qualifications of faculty, size and quality of student body, contributions to the discipline, curriculum, advisement, and facilities.

The private multiversities, universities, schools of engineering, and college complexes offering doctoral degrees have well-established procedures for internal and external evaluation at regular intervals. In cooperation with the State Education Department's statewide review of doctoral programs, a marked increase in the evaluation of doctoral programs has been stimulated.

All responding institutions report general progress toward the establishment and implementation of procedures for regular evaluation of doctoral education. However, responses are too general to serve as measures of progress toward excellence. While it is noted that several institutions are "following project guidelines" and that many programs have been externally and internally audited, no specific results of such evaluations are cited.

Thus, the Regents continue the following recommendations from their 1972 Statewide Plan:

37. all currently authorized master's programs be reviewed for their strength from primarily the standpoints of programs purposes and accomplishments, and secondarily student needs and institutional goals and resources. Institutions should withdraw those programs which, upon evaluation, prove to be (a) inactive or underenrolled, (b) of marginal quality and which cannot be strengthened by sharing resources with other institutions, and (c) below the minimum standards set by Commissioner's Regulations

38. additional institutions not offer master's programs unless the circumstances are most unusual of the program is a cooperative venture. Those institutions already authorized to offer master's programs should (a) define the primary objectives of current or new programs, (b) make explicit the practices which will enable students to achieve them, and (c) periodically verify the need for these programs. Quality and effectiveness in meeting student needs should be both the goals for developing new programs and the prime consideration in assessment of ongoing programs

39. wherever possible, the purposes of professional certification and licensing be separated from those of general master's degrees. A master's program which is required as part of professional certification requirements or which serves as an introductory level for a higher degree should be a detachable program with goals and an integrity of its own

40. institutions find appropriate ways to evaluate their efforts in master's education through followup studies of graduates' continuing education and career development, analysis of reasons for students' withdrawal from programs, testing of graduates, investigation of intangible factors, visits by external reviewers, and joint reviews with employers of the effectiveness of their graduates' education

41. institutions find appropriate ways to evaluate their efforts in master's education through followup studies of graduates' continuing education and career development, analysis of reasons for students' withdrawal from programs, testing of graduates, investigation of intangible factors, visits by external reviewers, and joint reviews with employers of the effectiveness of their graduates' education

The Regents also continue to recommend from their 1968 Statewide Plan that:

24. a continuing study be conducted of the teaching and learning processes relative to the emerging issues of society to guarantee the relevancy of the teacher education and certification processes to the educational enterprise

Faculty

Some State University of New York units are developing and requiring internships or courses in methods of instruction for those preparing to teach on the higher education level. Chancellor's Awards for Excellence in Teaching ($500 and mention in the college catalog) were granted to 76 faculty members in 1973. Nine Distinguished Teaching Professors were appointed in 1973; as many as ten are to be appointed in 1974. Certain campuses are developing their own procedures for the recognition of teaching excellence. The current agreement between the State and the employee bargaining agent does not include or touch upon matters of educational policy traditionally handled through collegial discussions. Effectiveness in teaching continues to be one of the five criteria for promotion of the Trustee's Policies. Instructional ability is considered in evaluation for tenured appointment, to an extent based on local campus option.

At The City University of New York, some long-established traditions are being challenged by the collective bargaining process. Of key importance is the role of the union in University governance and its influence on academic decision-making and peer judgments. Experience and time are required to understand fully the implications of the Taylor Law on governance and management.

The private colleges and universities are staffed by some of the most prestigious faculty available in the State. This is evidenced by the fact that the majority of the holders of the Einstein-Schweitzer Chairs are at private colleges and universities. Additionally the private sector has been able to maintain a relatively low ratio of tenured faculty to non-tenured faculty which gives them greater administrative flexibility. The collective bargaining agreements in the private sector generally are in general agreement with the guidelines set forth by the Regents in their 1972 Statewide Plan.

In order that faculty quality be maintained the Regents continue to recommend from their 1972 Statewide Plan that:

58. institutions investigate ways to increase faculty productivity as one way to increase the utilization of institutional resources

59. faculty continue in its traditional role in academic matters in cooperation with the administration and that the following matters not be subject to collective bargaining:

a. Academic tenure should be awarded to individual faculty members according to the process set by the bylaws of the institution. It is a process which involves the faculty, academic departments, and the administration. Faculty should participate as an academic body and not as a collective bargaining unit

b. Curriculum development and revision should remain the responsibility of the academic departments, departmental faculty, and the administration of individual institutions

c. The processes for faculty evaluation, promotion, and retention should be provided for in the bylaws. The processes should not be defined by the terms of a collective bargaining contract

d. Student/faculty ratios and class size are and should remain a determination of the academic department and the administration

e. Administrative and/or academic organizational structure is a prerogative of the administration

D. Meeting the Educational Needs of Society

The primary thrust of this goal is an attempt to answer two major questions pertaining to the movement of students through the postsecondary system of education: (1) are students who complete what are commonly categorized as career programs finding employment in the fields for which they have been trained, and (2) are opportunities for further education available to graduates of 2-year degree programs.

The realization of this goal is in large part dependent upon various types of responses by institutions to appropriate recommendations made by the Regents in previous statewide plans. For example, the Regents have recommended that institutions should continually appraise admissions criteria to ensure that whatever an institution requires for admission is related to the curriculum which prepares a student for the occupation he is seeking to enter. This also means that guidance, counseling, and advisement must be made available to a student in order that the occupation or study chosen may be compatible with the student's aspirations and his potential to achieve them.

In assessing the progress made toward this goal, the Regents asked the various sectors of postsecondary education to respond to two major questions:

1. Does your institution conduct a follow-up on graduates of career-oriented programs?

2. How many 2-year degree holders transferred to the 4-year institution in the fall of 1972 and the fall of 1973?

The State University has noted several instances in which progress has been made toward the Regents goal, although data on the employment of graduates of career-oriented programs are not available for this report. As one example, a number of 2-year colleges have entered into relationships with labor unions whereby apprentice training is incorporated into an academic program culminating in an associate degree or a certificate. The State University has also reported that regional college locator centers will be established to help prospective students to assess their abilities for college study and achieve appropriate placement in public and private institutions. Through its transfer policy of guaranteeing a place at a senior campus for holders of associate in arts and associate in science degrees, it is providing a continuum for those wishing to pursue baccalaureate study. For holders of associate in applied science degrees, the University is developing upper-division programs at the 4-year colleges and, through the Admissions Assistance Center, providing placement assistance for all those unable to find a place.

With regard to the needs of students for career counseling, the University noted several examples of activities by its units in this area. Old Westbury, for example, is employing the expertise of a planning board, composed of representatives from area industries, local citizens, and area

educators, in order to ascertain what programs are appropriate for transfers from the Long Island area 2-year colleges and what programs best meet the demands of the Long Island employment market. Brockport's career counseling center focuses on women and minorities with respect to emerging alternatives; Binghamton's "Off Campus College" offers counseling to its commuter students; the College of Agriculture and Life Sciences provides one-week contacts between students and alumni as an aid to career choice.

The Regents are well aware of the problems connected with the follow-up of graduates, especially in view of mobility of the population and resultant changes of employment. Probably the greatest problem is the lack of response from graduates once they have left an institution. The Regents urge institutions to increase their efforts to gather such information.

State University has provided statistical data on the number of 2-year graduates enrolled for full-time study at its 4-year units and the number of course credits transferred for the Fall of 1972 and 1973. These data are available in Part II of the University's 1974 Progress Report.

State University has provided statistical data on the number of 2-year graduates enrolled for full-time study and the number of course credits transferred for the Fall of 1972 and 1973. These data are available in Part II of the University's 1974 Progress Report.

The City University reported that, as a whole, it does not currently conduct follow-up studies of graduates of career-oriented programs. It noted, however, that the number of graduates in these programs has increased from 6,406 to 8,335 over the past three years, with the largest growth in health services and public service technologies. Despite the current lack of data, the Regents are encouraged that the University plans over the next two years to develop systematic follow-up studies of graduates, both those who transfer to 4-year programs and those who enter the job market directly.

With regard to the opportunity for vertical and lateral mobility, the University noted that 90 percent of all community college graduates who enter senior colleges of the City University are graduates of University community colleges. The City University has established a policy of articulation for associate in arts, associate in science, and associate in applied science between its community colleges and senior colleges. Although there are instances where a community college graduate must take additional credits in a baccalaureate program because of the nature and requirements of different baccalaureate programs, the City University appears, in essence, to have responded to the Regents goal.

Of the 21 private institutions that offer career-oriented programs, 11 reported follow-up studies of graduates of those programs; of the 11, eight are 2-year colleges. The data indicate that approximately 60 percent went into jobs directly related to their training; the rest went to jobs unrelated to training, to other activities, or to baccalaureate institutions as transfers. It would appear, however, that since the number of career-oriented programs increased from 39 in 1970-71 to 45 in 1972-73, greater numbers of students from private institutions will be entering the job market following graduation, although some of these may later enter baccalaureate institutions.

The situation with regard to vertical and lateral mobility does not seem to be as favorable in the private sector as compared with the public sector, especially as it concerns associate degree holders in applied science and in occupational studies. Of the 3,339 2-year graduates enrolled by private institutions in the Fall of 1973, only one-third held the A.A.S. degree. A.O.S. degree holders were a fraction of the total, with only 26 such degree holders reported.

In terms of credit transfer, the A.A. and A.S. degree holders received full credit if they enrolled in parallel programs. For the A.A.S. graduate, 98 percent of credits were accepted for those in parallel programs, and 80 percent for those in nonparallel programs. The few A.O.S. graduates, surprisingly, had 88 percent of their course credits transferred.

Although comparable data for the entire system of postsecondary education is incomplete, it appears from what is available that progress has been made in providing opportunities for lateral and vertical mobility for students in all types of institutions. It is recognized that the granting of full credit is not possible if a student transfers into a program that is not parallel to the program from which he transferred, but the data on the acceptance and amount of such credit does not indicate any unreasonable barriers have been established by postsecondary institutions.

The Regents encourage institutions to develop follow-up studies, despite the inherent problems of graduates of career-oriented programs in order to assess the relevancy of various curriculums in terms of the occupations for which they prepare people.

Thus the Regents continue to recommend the following recommendations from their 1972 Statewide Plan that:

10. commissions composed of secondary and collegiate personnel to develop better articulation between high school and collegiate levels to reduce overlap and the time required to complete educational goals be established

12. all 2-year, degree-granting institutions examine practices in admissions, instruction, and supportive services in programs which are career-oriented at the 2-year level with the intent of increasing the number of students who successfully complete such programs and who enter the job market

13. serious consideration be given to revising the structure for guidance, counseling, and advisement services on campuses

The continuance of the following recommendations is contingent upon the Regents review and implementation of the report of the Task Force To Study the Supply and Distribution of Physicians which is due September 1974. The Regents continue to recommend from their 1972 Statewide Plan that:

43. the current Joint Committee on Professional Practice of the New York State Boards for Medicine and Nursing pursue the delineation of the appropriate relationships in practice among the physicians, the physicians' associate, the specialists' assistant, and the registered professional and licensed practical nurse

E. A System Responsive to Community Needs

The Regents have long been convinced that education can take place both on and off the college campus. The Regents are also convinced that students learn in different ways and at different rates. In order that a postsecondary system can respond to the needs of all of its potential students, full integration of off-campus learning into the system must take place. The Regents have long advocated that individuals who engage in postsecondary learning through avenues other than collegiate campuses should be awarded collegiate credit for what they know, regardless of where they learned it. The Regents have also encouraged institutions to allow more students to study independently at all levels and to provide the program flexibility necessary to accomplish this. In the last year, over 500 programs were submitted to the State Education Department for registration, evidence that the colleges and universities in the State are actively trying to be responsive to the needs of their constituency.

Program Innovation

The Regents have encouraged institutions in the State to award credit for off-campus learning. This progress report discusses the College Proficiency Examination Program (CPEP) the College Level Examination Program (CLEP) and the Credit Banks recently established by the Board of Regents pp. 18-23. All of these mechanisms are directed at awarding college credit for learning acquired in the military, in industrial training programs, in proprietary schools, and through other life experiences. The Regents External Degree Program now offers a variety of options designed to build on the credit awarded for past educational achievement. All institutions in the State were asked by the Regents to report the progress they have made toward the achievement of this goal.

State University's Empire State College, which awards credit for life experience and designs a learning contract on an individual basis with each student, is doing well. A learning center has been established in each of the four regions of the State University and satellite offices have also been established on the campuses of New Paltz, Old Westbury, Plattsburgh, Purchase, and Utica/Rome. As of April 1, 1974, a total of 441 degrees (associate and baccalaureate) have been awarded by Empire State College.

Evidence that most City University Colleges recognize credits earned through the CPEP, CLEP, and faculty challenge examinations avenues was provided in The City University progress report. The senior colleges, especially through The City University of New York B.A. Program, have made impressive strides in this area. The City University of New York B.A. Program, launched in 1970-71 with 45 students, has grown to a current enrollment of approximately 700 students. Credit is awarded for life experience making this program attractive to many New York City adults.

The community colleges within the purview of the Board of Higher Education of the City of New York have not been as progressive in the awarding of credit for nontraditional learning; they are less willing to accept course credit earned in the military services and/or credit earned in nontraditional educational institutions. The community colleges have, however, been responsive to the needs of New York City students for remedial course work to prepare for college level courses. Thus, while the Regents urge more acceptance of credit earned through nontraditional avenues by the community colleges, they can appreciate the resource commitment involved in making it possible for underprepared people to enter the university system. The City University enrolled 13,171 students in 1972-73 in independent study and cooperative education programs. This represents an increase of 133 percent since 1970-71. Of this number over 50 percent were enrolled in the Extended Campus Programs which integrate off-campus field experience into the academic program. This option provides a valuable opportunity for students to assess whether their career goals are well suited to their interests and skills as well as establish business and professional contacts which could be useful in the toughly competitive job market.

Credit for prior learning has increased at the private colleges and universities in New York State. The Commission on Independent Colleges and Universities reports that approximately 83 percent of the private colleges reporting recognize proficiency test results for credit earned through CLEP and CPEP. Almost 70 percent accept credit earned through USAFI, while only 50 percent recognize military service school courses as validated by the American Council on Education's guidebook.* Approximately half of the institutions reporting award credit for learning validated through faculty developed challenge examinations, and less than 20 percent of the institutions award credit for learning acquired in nontraditional educational institutions. Overall, the Commission on Independent Colleges and Universities member institutions have shown a willingness to grant credit more liberally for course work obtained in nontraditional settings.

The private colleges have increased the number of students presently studying independently at all levels. Since 1970-71 those institutions reporting show a doubling of the number of students engaged in independent study at the undergraduate introductory course level. This seems impressive, yet the absolute number of students is still relatively small and could be increased considerably. At the advanced course level, independent study students number seven times more than those at the lower level. The Regents would like to have the option of independent study extended more widely to qualified underclassmen.

*Guide to the Evaluation of Service School Educational Experiences, which is prepared by the ACE Commission on the Accreditation of Service Experiences (CASE).

Because the Regents are committed to the utilization of all the learning resources in the postsecondary educational system, and because they are convinced that nontraditional education is a vital component of the system, the following recommendations are being continued from the Regents 1972 Statewide Plan:

3. colleges and universities introduce students to the world of work and creativity by incorporating first-hand experience of students' vocational interests in their curriculums through cooperative education, internships, independent study, and research into life situations.

5. colleges and universities provide educational opportunities for credit which are outside the formal campus via open universities, external degrees, and the use of a variety of educational mass media.

22. collegiate postsecondary institutions in the State work together and with the Regents to encourage and recognize independent learning on the postsecondary level wherever such learning takes place.

24. the public and private collegiate postsecondary institutions expand the scope and the variety of such new departures as the State University's Empire State College and Syracuse University's bachelor of arts in liberal studies

25. the State support expanded offerings in the College Proficiency Examination Program to undergird the Regents external degrees and to meet pressing needs for validation of college-level independent study in crucial areas of societal concern such as criminal justice, reading instruction, and the allied health fields

Public Service

The responsibility of a postsecondary institution to interact with the community it serves is clearly essential to the viability of many institutions. While many institutions draw their clientele to some degree from outside their immediate locale, others have found it to their advantage to design new programs in response to a local need, change the time of day at which they offer courses, and make the college an intellectual resource to the community at large. The Regents in their Progress Report Bulletin asked each institution to integrate its educational purpose, mission, and programs with the needs of the community.

The State University of New York has institutional units extending to all areas of the State. The variety of programs offered, many in response to community needs, is indeed impressive.

The City University of New York, through its Open Admissions policy has opened its doors to all persons in the City of New York. As students needing remedial work applied for admission, the City University responded

with appropriate remedial course work to enable a heretofore underserved minority population to enter a suitable postsecondary educational institution with some expectance of academic success. The sheer numbers of students seeking admission, and the lack of academic preparedness they have shown, have posed a challenge to the University which is in the process of being met.

The private colleges and universities report a variety of activities aimed at providing public service to the community. Institutions provide access to cultural and athletic events, increase the scope of local library resources, and encourage faculty participation in local activities.

This involvement with the community is crucial to the good health of an institution. If an institution demonstrates to all people in its area that it is more than a place where young people go to be educated, then it can expect to receive more unilateral support in difficult times. This support may be needed in the years ahead as institutions find fewer traditional students to serve. Institutional survival may be a function of the degree of public service which an institution has traditionally provided to its area.

The Regents continue to recommend from their 1972 Statewide Plan that:

18. planning be undertaken to determine the best utilization schema for the educational opportunity centers in the State. Particular attention should be paid to the mission, role, functions, and clientele of these institutions as well as the role played by private colleges and to the differing conditions in various urban settings

SECTION IV: SUMMARY OF REGENTS RECOMMENDATIONS AND REGENTS POSITION ON INSTITUTIONAL RECOMMENDATIONS

This section of the progress report is divided into three parts:

Part A is a compilation of all the new Regents recommendations found in Sections I and II of the progress report.

Part B lists all the previous recommendations of the Regents which were continued from previous statewide plans - 1972, 1968, and 1964. Some of these have been amended and the final form of the continued recommendation is cited here.

Part C lists those recommendations submitted by the institutions to the Regents for consideration, followed by the Regents position on the recommendation and in some cases the Regents rationale for their position.

A. New Recommendations of the Regents

The following are recommendations which are enumerated within Sections I and II of this document. The Regents recommend that:

(1) The provision in the Tuition Assistance Program which denies awards to any student who graduated from high school prior to January 1, 1974 be eliminated.

(2) The provision in the Tuition Assistance Program which limits awards to full-time students be extended to include part-time attendance.

(3) The Tuition Assistance Program be appropriately amended to enable all adults in comparable economic circumstances to qualify for student aid.

(4) Institutions extend specialized counseling services to senior citizens, inmates, veterans, and armed forces personnel which consider the unique needs of each group.

(5) Special opportunity programs be established by collegiate institutions adjacent to correctional institutions to provide post-secondary education to inmates.

(6) The State Education Department coordinate the counseling efforts developed to meet special needs of returning Vietnam veterans seeking postsecondary education opportunities in the State.

(7) All institutions offering doctoral programs in the State prepare plans of action to be based on the guidelines which will be provided by the Regents in their bulletin for the 1976 Statewide Plan.

(8) Each institution assess its tenure policy, especially in light of the revised enrollment goals presented by the Regents, and develop a rational tenure policy which contains provisions to deal with possible institutional enrollment declines. The policy should be specific and relate to the mission, needs, and objectives of the institution, while providing for the flexibility needed to prepare for the changing conditions expected in the 1980's.

(9) The full-time undergraduate enrollment goals for the fall 1975 to 1980 period, as displayed in table 14, be adopted as a basis for planning.

(10) The part-time undergraduate enrollment goals for the fall 1975 to 1980 period, as displayed in table 15, be adopted as a basis for planning.

(11) The graduate enrollment goals for the fall 1975 to 1980 period, as displayed in table 16, be adopted as a basis for planning.

(12) The State implement the newly established Tuition Assistance Program annually so that it is fully funded in accordance with the schedule adopted at the 1974 legislative session.

(13) The State program for institutional aid to private institutions be continued.

(14) The State Education Department study the issue of determining the appropriate State role in aiding private institutions in financial difficulty.

(15) The State funding of public institutions be continued for necessary expenditures to permit achievement of Regents approved enrollment goals while maintaining subsidized tuition rates.

(16) The highest priority be given to community college financing and governance. This issue was first studied in 1968, and proposals submitted in 1973 and 1974 were not fully acted upon by the Legislature. The present system of financing does not provide for effective coordination of community college operations. The expected impact of enrollment changes on community colleges requires greater central coordination of campus development than now exists.

(17) The Board of Higher Education of The City of New York reexamine its policies concerning tuition.

(18) The State University of New York reexamine its tuition schedule to determine if further adjustments are necessary in order to maintain the student share of expenditure levels.

(19) The State continue to support and the Legislature fund staff and other expenses associated with Regents regional activities.

B. Continued Recommendations from 1972, 1968, and 1964 Regents Statewide Plans

This part of the report summarizes the Regents recommendations from all previous statewide plans which are being continued because it is still desirable that they be accomplished. These recommendations have been reviewed carefully and only those deemed still relevant and viable have been retained. Any recommendation which needed to be amended has been amended and appendix E of this document clearly shows the amended recommendations in transition. The form of the recommendation shown here is the final form which will be carried forward to the Regents 1976 Statewide Plan. Thus from their 1972 Statewide Plan the Regents continue to recommend that:

UNDERGRADUATE EDUCATION

1. colleges and universities base admission on desire and need for further education, placing students in programs suited to their capacities (Goal I)

2. colleges and universities offer admission guaranteed to be available for at least 3 years, grant leaves of absence readily, allow reentry without red tape or penalty, and minimize prerequisites and requirements of specific courses (Goal II)

3. colleges and universities introduce students to the world of work and creativity by incorporating firsthand experience of students' vocational interests in their curriculums through cooperative education, internships, independent study, and research into life situations (Goal V)

5. colleges and universities provide educational opportunities for credit which are outside the formal campus via open universities, external degrees, and the use of a variety of educational mass media (Goal V)

10. commissions composed of secondary and collegiate personnel to develop better articulation between high school and collegiate levels to reduce overlap and the time required to complete educational goals be established (Goal IV)

12. all 2-year, degree-granting institutions examine practices in admissions, instruction, and supportive services in programs which are career-oriented at the 2-year level with the intent of increasing the number of students who successfully complete such programs and who enter the job market (Goal IV)

13. serious consideration be given to revising the structure for guidance, counseling, and advisement services on campuses (Goal IV)

15. occupational programs at the community colleges be more fully articulated with programs in the secondary schools and with Boards Cooperative Educational Services (BOCES) to provide a better continuum of opportunity for graduates of the secondary schools to

pursue their career choice at the community college level. This should include provisions for advanced standing based on performance criteria where appropriate (Goal II)

16. in continuing education, postsecondary institutions should cooperate in the region to: eliminate administrative and program differentiation between regular day programs and continuing education programs; eliminate duplication of offerings; make maximal use of available facilities and qualified faculty; insure that nontraditional offerings are available to those adults needing them; guarantee transferability of credit; accelerate the acquisition of necessary credentials; and provide financial aid as needed and warranted (Goal I)

17. State University reassess the six agricultural and technical colleges (Goal II)

18. planning be undertaken to determine the best utilization schema for the educational opportunity centers in the State. Particular attention should be paid to the mission, role, functions, and clientele of these institutions as well as the role played by private colleges and to the differing conditions in various urban settings (Goal V)

20. legislation be enacted to accomplish the following:

    a. the expansion of the role of the (community) college to include the authority to administer the budget of the college once it is approved by local sponsors

    b. the reconstitution of local service areas for community colleges along lines that will more adequately reflect population densities rather than political boundaries. Pending the reconstitution of local service areas, establishment of new community colleges should be curtailed.

    c. the jurisdiction of The City University over the community colleges in New York City locally sponsored by the Board of Higher Education (Goal II)

22. collegiate postsecondary institutions in the State work together and with the Regents to encourage and recognize independent learning on the postsecondary level wherever such learning takes place (Goal V)

24. the public and private collegiate postsecondary institutions expand the scope and the variety of such new departures as the State University's Empire State College and Syracuse University's bachelor of arts in liberal studies (Goal V)

25. the State support expanded offerings in the College Proficiency Examination Program to undergird the Regents external degrees and to meet pressing needs for validation of college-level independent study in crucial areas of societal concern such as criminal justice, reading instruction, and the allied health fields (Goal V)

26. the State explore, evaluate, and publicize - for those who either choose to or must study on their own - the noncollegiate learning experiences available through The University of the State of New York. These include libraries, museums, proprietary schools, industrial training programs, and home study materials delivered through the various technologies, all of which constitute an unrealized part of the educational resources of the State (Goal II)

32. article 13 of the Education Law dealing with Scholar Incentive Awards be amended in two ways:

    a. to assure that payment awarded to students be based on credit hours taken, to enable needy part-time students to qualify

    b. to extend the number of semesters a student may receive scholar incentive awards from eight to 10 for a student pursuing a baccalaureate degree and from four to five for a student pursuing an associate degree (Goal I)

33. all higher education institutions in New York State, according to their financial abilities, plan to expand enrollments of minority group students, over and above opportunity program students, and to submit corroborative data to this effect (Goal I)

34. colleges and universities in the State consider their responsibility to those citizens of the State who are unable to go where educational services are traditionally provided(such as the rural and urban poor, the elderly and hospitalized, and prison inmates),and create programs and courses that are appropriate for and geographically available to the people

35. enrollment in all opportunity programs stabilize at 30,000 in 1980 to increase opportunity for minority groups while providing balanced minority enrollments in opportunity and regular programs. The Higher Education Opportunity Program (HEOP) should be expanded to 8,000 students by 1980 to insure adequate representation in the private sector (Goal I)

GRADUATE AND PROFESSIONAL EDUCATION

37. all currently authorized master's programs be reviewed for their strength from primarily the standpoints of programs purposes and accomplishments, and secondarily student needs and institutional goals and resources. Institutions should withdraw those programs which, upon evaluation, prove to be (a) inactive or underenrolled, (b) of marginal quality and which cannot be strengthened by sharing resources with other institutions, and (c) below the minimum standards set by Commissioner's Regulations (Goal III)

38. additional institutions not offer master's programs unless the circumstances are most unusual of the program is a cooperative venture. Those institutions already authorized to offer master's programs should (a) define the primary objectives of current or new programs, (b) make explicit the practices which will enable students to achieve them, and (c) periodically verify the need for these programs. Quality and effectiveness in meeting student needs should be both the goals for developing new programs and the prime consideration in assessment of ongoing programs (Goal III)

39. wherever possible, the purposes of professional certification and licensing be separated from those of general master's degrees. A master's program which is required as part of professional certification requirements or which serves as an introductory level for a higher degree should be a detachable program with goals and an integrity of its own (Goal III)

40. master's and doctoral students have academic advising facilities and services which are of high quality and conveniently available to all categories of graduate students - whether or not they matriculate, attend college in the day or evening, attend college in summer or regular sessions, or are enrolled for part-time or full-time work. The goal of such planning is coherent study which is clearly relatable to programmatic and/or personal objectives (Goal III)

41. institutions find appropriate ways to evaluate their efforts in master's education through followup studies of graduates' continuing education and career development, analysis of reasons for students' withdrawal from programs, testing of graduates, investigation of intangible factors, visits by external reviewers, and joint reviews with employers of the effectiveness of their graduates' education (Goal III)

43. the current Joint Committee on Professional Practice of the New York State Boards for Medicine and Nursing pursue the delineation of the appropriate relationships in practice among the physicians, the physicians' associate, the specialists' assistant, and the registered professional and licensed practical nurse (Goal IV)

HIGHER EDUCATION RESOURCES

55. all higher education institutions in the State reassess their recruitment and promotion policies to assure that a truly diverse faculty be enlisted which will include qualified members of minority groups, women, and experienced practitioners from business, industry, and the cultural institutions of our society, and that they report their progress along these lines in their 1974 progress reports (Goal I)

57. guidelines for tenure, including goals and current faculty tenure proportions by faculty rank, sex, and ethnic identity, and procedures for the dismissal of incompetent tenured faculty be reported by all institutions in their 1974 progress reports (Goal I)

58. institutions investigate ways to increase faculty productivity as one way to increase the utilization of institutional resources (Goal III)

59. faculty continue in its traditional role in academic matters in cooperation with the administration and that the following matters not be subject to collective bargaining:

    a. Academic tenure should be awarded to individual faculty members according to the process set by the bylaws of the institution. It is a process which involves the faculty, academic departments, and the administration. Faculty should participate as an academic body and not as a collective bargaining unit

    b. Curriculum development and revision should remain the responsibility of the academic departments, departmental faculty, and the administration of individual institutions

    c. The processes for faculty evaluation, promotion, and retention should be provided for in the bylaws. The processes should not be defined by the terms of a collective bargaining contract

    d. Student/faculty ratios and class size are and should remain a determination of the academic department and the administration

    e. Administrative and/or academic organizational structure is a prerogative of the administration (Goal III)

60a. in the area of academic libraries, that were 3R's regions and higher education planning regions are not coterminous, effective interface be achieved by insuring that the Regents advisory councils in the higher education regions make full use of the expertise that has been developed in the 3R's Systems through their representation on these councils and the relevant task forces (Goal III)

60b. in the area of academic libraries, that appropriate utilization be made of the resources of all types of libraries that make up the membership of the nine 3R's Systems—to meet the regional post-secondary educational needs of the State (Goal III)

60e. in the area of academic libraries, that the higher education regions, jointly with the 3R's Systems, designate certain libraries as resource libraries that will be available to all students and faculty in institutions of higher education in the regions (Goal III)

60f. in the area of academic libraries, that every institution of higher education have a library that meets threshold adequacy as regards resources, staff, and facilities. Therefore, the Regents recommend in principle that the guidelines developed by the Advisory Committee on Long-Range Planning for Academic Libraries in New York State become the standards for all academic libraries in the State. While interlibrary cooperation through the 3R's Systems and regionalism is encouraged, it is recognized that the effective use of the concept of shared resources and facilities will be eroded if individual institutions do not have basic resources and facilities on site (Goal III)

60g. in the area of academic libraries, that academic institutions provide special library instruction and counseling for students needing this assistance (Goal III)

60h. in the area of academic libraries, that effective use be made of all media including the development of an information retrieval and dissemination system (Goal III)

60j. in the area of academic libraries, that the State enact legislation in support of the reference and research library program as suggested in the "Major Recommendations of the Regents for Legislative Action, 1974." Such legislation would provide support for the 3R's Systems and for State level programs including research ollection development, NYSILL, etc. (Goal III)

60k. in the area of academic libraries, that, in recognition of the vitally important role of the Research Libraries of the New York Public Library in the total network of the State and of the key role the library plays in the support of academic library service including the State University of New York, The City University of New York, and the private colleges and universities of New York, the State increase its support for the Research Libraries of the New York Public Library (Goal III)

FACILITIES

61. comprehensive long-range facilities planning be continued at all levels in order to forestall the construction of new buildings when existing facilities can be altered to serve the same purpose at a lesser cost (Goal II)

63. the Dormitory Authority continue to exercise restraint in the authorization of new facilities construction especially if they expand capacity, and that the Authority continue to seek the advice of the Commissioner regarding academic need (Goal II)

65. The City University of New York identify individual senior college facilities priorities within these constraints:

    a. that overall space of the senior colleges not exceed 100 net assignable square feet per full-time equivalent student

    b. that no construction take place which is not a part of a master plan approved by the Regents and the Governor

    c. that no more than $520 million be authorized for senior college facilities expansion prior to June 30, 1976, based upon estimates of university income available for construction and of appropriate outstanding obligations (Goal II)

69. institutions individually and jointly within regions review low enrollment courses and programs and take steps to eliminate or consolidate those that are not essential to the preservation of a unique academic character (Goal II)

71. institutions critically review their administrative staffing and operational procedures to insure more efficient resource utilization with particular emphasis on facilities and equipment (Goal II)

NONCOLLEGIATE EDUCATION

74. statewide and regional arrangements for the planning and coordination of education beyond high school should involve the full and active participation of the noncollegiate sector in order to meet the Regents goals for postsecondary education (Goal II)

75. student financial aid programs incorporate additional provisions for adults who wish to continue their education beyond high school (Goal IV)

77. a comprehensive management information system be developed, generating compatible data on the current and anticipated status of all education beyond high school in the State concerning programs, enrollment and graduates, facilities and capacity, faculty, and finances (Goal II)

From Their 1968 Statewide Plan, The Regents Continue to Recommend That:

5. Federal grants be provided to higher education institutions to improve financial management, planning, and long-range development. Programs should be consolidated and simplified so that duplications of categorical aid may be avoided (Goal II)

24. a continuing study be conducted of the teaching and learning processes relative to the emerging issues of society to guarantee the relevancy of the teacher education and certification processes to the educational enterprise (Goal III)

26. a study of postsecondary continuing education be undertaken by the State Education Department to identify the needs of target populations and the availability of programs and resources to meet the needs (Goal I)

From Their 1968 Statewide Plan, The Regents Continue to Recommend That:

12. the State Education Department make a special study of the programs and costs carried by students entering other types of specialized post-high school institutions (business schools, single-purpose technical schools, etc.) to determine whether the State should provide some form of financial assistance to students to such institutions (Goal I)

32. groups of colleges and universities that have close geographic and other ties develop interinstitutional cooperative programs and joint use of resources, human and material, to further the scope of their services to students and to the State (Goal II)

58. the State Education Department seek to develop better per student cost figures on which to base cost estimates and comparisons through a study of fiscal procedures employed. The study should be undertaken in cooperation with the Board of Trustees of State University, the Board of Higher Education of the City of New York, and the privately controlled colleges and universities (Goal II)

C. Action on Institutional Recommendations

It is the prerogative of the various sectors of postsecondary education to make recommendations to the Board of Regents on any subject of importance to the sector. Thus, this part of the report presents those recommendations, followed by a Regents position and justification where appropriate. Wherever the Regents have approved a recommendation with program implications, it should be clearly understood that specific approval must be obtained for each program through the program registration/master plan amendment procedure administered by the State Education Department.

State University of New York

The State University has presented no new recommendations to the Regents, but it has modified the wording of four of its 1972 Master Plan recommendations to the Regents. The amended recommendations are listed below. Bracketed portions indicate deleted parts and underlining is used where words have been added.

> "community colleges is heavily populated sponsorship areas or in areas with dispersed populations (Erie, Essex, Franklin, Monroe, Nassau, Niagara, Oneida, Onondaga, Suffolk, Westchester Counties) will be [encouraged and] assisted to continue the development of multi-campus operations as appropriate." (page 8 in the State University 1972 Master Plan)

Regents Position: APPROVED

> "The State University College at Utica/Rome will develop as an upper-division and first-year graduate college focusing especially on local and regional needs in technical and applied studies. The new campus will be considered a regional educational center, drawing upon the resources of other established campuses within Regions #2 and 3, demonstrating an arrangement by which an institution can draw upon a network of learning resources in an area to serve a special educational objective." (page 45 in the State University 1972 Master Plan)

Regents Position: APPROVED

> "The New York State College of Ceramics at Alfred University will alter or augment its undergraduate and graduate programs to reflect new changes in art, industry, and technology." (page 49 in the State University 1972 Master Plan)

Regents Position: APPROVED

"The time-shortened baccalaureate program will be established [as the basic degree program for] at one or more of the State University's undergraduate colleges, offering a three-year degree option in the full range of academic majors which do not involve certification or professional licensure." (page 70 of the State University 1972 Master Plan)

Regents Position: APPROVED WITH CONDITION

Specific approval must be obtained for each new program which represents a first offering within a major program area through amendment to the master plan, or through program registration for each new program which is within a previously approved major program area.

The City University of New York

No recommendations were submitted for Regents consideration in the 1974 Progress Report of the Board of Higher Education for The City University of New York.

Private Colleges and Universities

The Commission on Independent Colleges and Universities submitted six recommendations to the Regents on behalf of the private sector. The Commission recommended that:

1. "Bundy Aid be altered to provide for an annual increment to offset inflation and other increases in expenditures."

Regents Position: ACTION DEFERRED

Special legislation enacted in May 1973 increased the amount of aid awarded "per degree" to institutions participating in the Aid to Nonpublic Colleges (Bundy) program and extended Bundy aid to 2-year private institutions issuing an associate degree. This resulted in an expenditure of $49.6 million in 1973-74 and a projected expenditure of $57.5 million in 1974-75. Until the impact of this increase can be evaluated, the Regents defer action on this recommendation.

2. "The Tuition Assistance Program (TAP) be adjusted to provide for an annual or biennial increment to offset necessary increases in tuition and other college charges."

Regents Position: ACTION DEFERRED

The Tuition Assistance Program (TAP) sponsored by the Regents and enacted into law during the 1974 legislative session will begin operation with the entering freshmen for the year of 1974-75. The program will be phased in, one year at a time, to provide a maximum award of $1,500 or

full tuition (whichever is lower) to lower division students whose family net taxable income, with the lowest award of $100 given to a student whose family net taxable income is no more than $20,000. The financial ramifications for the State of this program will not be known for at least a year. Thus, the Regents defer action on this recommendation until the impact of the new legislation can be properly evaluated.

3. "Larger funding of graduate and professional education be carried out through:

   a) substantial increases in student aid to graduate and professional students;

   b) restoring the full funding of the Einstein and Schweitzer chairs;

   c) substantial increase in annual appropriation to the New York Science and Technology Foundation. "

Regents Position: APPROVED

The Regents are sympathetic to the needs of graduate and professional education, and will propose action to accomplish the above recommendation.

4. "Aid to institutions through the Higher Education Opportunity Program (HEOP) be increased."

Regents Position: APPROVED

In its formal budget requests for fiscal year 1975-76, the State Education Department has requested an increase for the Higher Education Opportunity Program in order that minority students be able to choose more freely between the private and public institutions. The Regents support this increase.

5. "Financing be arranged for the staffing of regional advisory councils."

Regents Position: APPROVED

The Regents have supported action for the last several years to achieve this recommendation and will do so again this year.

6. "Any further expansion and construction of public higher education be done in a coordinated manner and that the use of facilities in the private sector be fully explored. "

Regents Position: APPROVED

The Regents endorse this recommendation and would suggest that the Regents Regional Advisory Councils be utilized as the vehicle for such coordination and exploration.

APPENDICES

Appendix A

Summary of Amendments to Institutional Master Plans Approved by the Regents 1973-74

(The date in parentheses is the date of the Regents action; an (*) indicates Governor's approval pending.)

State University of New York

Auburn Community College

Authorized the establishment of a program in Nursing leading to the degree of Associate in Applied Science. (6/28/74)

Bronx Community College

Authorized the acquisition by City University of the University Heights campus of New York University for the use of Bronx Community College. (4/27/73)

Erie Community College

Authorized the City Campus of Erie Community College to establish a program in Radiologic Technology-Radiotherapy Technology option leading to the degree of Associate in Applied Science. (9/21/73)

Hostos Community College

Authorized the acquisition, renovation, and equipping of an interim facility. (6/28/74)

Institutes for Policy Alternatives

Approved the establishment of a University-wide, interdisciplinary forum to focus systematically on contemporary public policy issues and problems. (1/23/74)

Kingsborough Community College

Approved additional community college facilities projects. (10/26/73)

La Guardia Community College

(*) Approved the establishment of a program for Occupational Therapy Assistant leading to the degree of Associate in Science. (4/26/74)

Authorized the establishment of a combined high school-college program identified as a Middle College. (4/28/74)

New York City Community College

Approved additional community college facilities projects. (10/26/73)

State University College at Bedford Hills

Authorized the establishment of a new State University College to be operated in collaboration with the State Department of Correctional Services at Bedford Hills. (2/28/74)

State University College at Utica/Rome

Authorized the State University to award the degrees of Bachelor of Science and Bachelor of Professional Studies at the College at Utica/Rome. (10/26/73)

Authorized the State University to award the degree of Bachelor of Arts at the College at Utica/Rome. (12/14/73)

(*) Authorized the establishment of a program in Criminal Justice leading to the degree of Bachelor of Science. (6/28/74)

State University College at Old Westbury

Authorized a variety of programs as specified in a resolution adopted by the Regents on April 26, 1974. (4/26/74)

State University of New York at Binghamton

Authorized the State University to award the degree of Bachelor of Technology at the Binghamton Center. (1/24/73)

State University of New York at Stony Brook

Authorized the State University to award the degree of Doctor of Dental Surgery at the Stony Brook Center. (1/23/74)

Suffolk County Community College

Authorized the establishment of a western campus of Suffolk County Community College. (10/26/73)

The City University of New York

Bernard M. Baruch College

Approved the Master Plan Space Program of Baruch College as submitted by the Board of Higher Education. (1/23/74)

Bernard M. Baruch College (continued)

Authorized the establishment of a School of Education. (2/28/74)

John Jay College of Criminal Justice

(*) Authorized the establishment of a program in Nursing leading to the degree of Bachelor of Science in Nursing. (6/28/74)

Queens College

(*) Authorized the establishment of a City University School of Law at Queens College and authorized the Board of Higher Education to award the degree of Doctor of Law. (4/26/74)

Richmond College

(*) Authorized the establishment of a program in Biology of Reproduction leading to the degree of Master of Science. (6/28/74)

York College

Authorized the establishment of a program in Occupational Therapy leading to the degree of Bachelor of Science. (4/26/74)

Private Institutions

Adelphi University

Authorized the establishment of a program in Social Work leading to the degree of Doctor of Social Welfare. (6/28/74)

C.W. Post College

Authorized the establishment of a program in Health Care Administration leading to the degree of Master of Professional Studies. (9/21/73)

Authorized the establishment of a program in Public Administration leading to the degree of Master of Public Administration. (11/15/73)

Authorized the establishment of a program in Business leading to the degree of Bachelor of Science at the C.W. Post/St. Joseph's Coordinate Campus at Brentwood. (12/14/73)

College of New Rochelle

Authorized the establishment of a program in Communication Arts leading to the degree of Bachelor of Arts. (5/24/74)

Concordia College

Authorized the establishment of a Teacher Education Program leading to the degree of Bachelor of Arts and a Music Education Program leading to the degree of Bachelor of Science. (9/21/73)

Cornell University

Authorized the establishment of a program in Landscape Architecture leading to the degree of Master of Landscape Architecture. (2/28/74)

Fordham University

Authorized the establishment of a program in Social Work leading to the degree of Bachelor of Arts. (3/29/74)

Iona College

Authorized the establishment of a program in Medical Technology leading to the degree of Bachelor of Science. (3/29/74)

Authorized the establishment of a program in Communication Arts leading to the degree of Bachelor of Arts. (5/24/74)

Keuka College

Authorized the establishment of a program in Social Work leading to the degree of Bachelor of Science. (1/23/74)

Manhattan College

Authorized the establishment of a program in Management leading to the degree of Master of Science. (2/28/74)

Manhattan School of Music

Authorized the establishment of a program in Music leading to the degree of Doctor of Musical Arts. (6/28/74)

New York Institute of Technology

Authorized the establishment of a program in Communication Arts leading to the degree of Master of Arts. (2/28/74)

New York University

Authorized the establishment of a program in Social Work leading to the degree of Bachelor of Science. (3/29/74)

Pace University

Authorized the establishment of a School of Law in Westchester County and authorized the University to award the degree of Doctor of Law at said school. (4/26/74)

Authorized the establishment of a program in Management leading to the degree of Master of Science. (4/26/74)

Polytechnic Institute of New York

Authorized the establishment of programs in Aerospace Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering, leading to the degree of Bachelor of Science, at appropriate locations in Nassau and Suffolk Counties. (12/14/73)

Pratt Institute

Authorized the establishment of a program in Theatre and Dance leading to the degree of Bachelor of Fine Arts. (6/28/74)

St. Thomas Aquinas College

Authorized the establishment of a program in Medical Technology leading to the degree of Bachelor of Science. (6/28/74)

Touro College

Authorized the establishment of a program in Respiratory Therapy leading to the degree of Associate in Applied Science. (6/28/74)

Union Theological Seminary

Authorized the Seminary to award the degree of Master of Philosophy. (6/28/74)

University of Rochester

Authorized the establishment of a program in Education leading to the degree of Doctor of Philosophy. (6/29/73)

Yeshiva University

Authorized the establishment of a School of Law and authorized the University to award the degree of Doctor of Law. (4/26/74)

Appendix B

Legislation Affecting Higher and Professional Education 1973 and 1974

The following is a summary of major New York State legislation affecting higher and professional education and enacted in the 1973 and 1974 legislative sessions. This summary paraphrases "1973 Summary of New Legislation Affecting Education" and "1974 Summary of New Legislation Affecting Education" prepared by Office of the Counsel of the New York State Education Department; in addition, each topical area has a synopsis of the relevant sections of Chapter 942 of the Laws of 1974. "The bill [Chapter 942] . . . recognized that a number of financial and other problems in the higher education field require immediate attention pending the adoption of longer range solutions. Accordingly, the legislation deals on an interim but comprehensive basis with a number of significant problems confronting . . . higher education." (The Governor's Memorandum released with his signature of Senate bill number 10844-Chapter 942-dated June 14, 1974.) For a specific interpretation of the legislation, reference should be made to the complete text of each chapter as found in the Session Laws of New York 1973 and 1974.

Institutional Aid

Of primary importance was the increase to a total appropriation of $15 million for State aid to nonpublic institutions (Bundy Aid). This involved grants of $3,000 for each doctoral degree awarded, $600 for each master's, and $800 for each baccalaureate. In addition a new clause provided $300 for each associate degree awarded by 2-year colleges. Similarly, although separately administered, the Legislature appropriated $7.5 million for grants to community colleges; these grants amount to $150 for each full-time student in nonbusiness-oriented A.S. or A.A.S. programs. Appropriations of $3.3 million were bestowed on Polytechnic Institute of Brooklyn (now New York) and New York State dental schools respectively.

The new Section 6402 of the Education Law, established by Chapter 942 (1974), mandates capitation grants to both medical and dental schools at the rate of $1,500 for each lower division student enrolled and $2,500 for each upper division student enrolled. These rates will be increased by one-third for students enrolled in 3-year programs. Enrollment expansion contracts with medical schools (due to expire June 30, 1974) were continued for another year at the rate of $6,000 per additional student with one-third additional for students enrolled in 3-year programs. Capital construction contracts are authorized for those institutions which did not have such contracts and amendments of the contracts are authorized for institutions which did not avail themselves of the maximum amounts for which they might have qualified. There is no intent to expand capital grants to the dental schools. In all, medical and dental schools will be receiving about 33 percent more operating funds from the State during the coming year than they received in 1973-74. Finally, the bill supplements for one additional year contracts for the expansion of nursing enrollments.

Student Aid

Chapter 959 of the Laws of 1973 increased the number of Regents scholarships in nursing from 600 to 800 and also decreed that the awards would be allocated according to a formula based on high school graduates per county in the preceding year. Chapter 152 created 600 new veterans' scholarships for those who served in the Armed Forces between October 1, 1961 and March 24, 1973. Chapters 748 and 749 required City University, State University, and the community colleges to accept deferred payment of tuition and other fees when requested - proof of need is necessary.

Of the laws of 1974, Chapter 484 added 600 war service scholarships (in 1974-75) and Chapter 832 provided that at least one Regents College Scholarship be awarded for every 40 high school graduates (public and private) in the State.

Chapter 942 established the Tuition Assistance Program (TAP) to gradually replace the Scholar Incentive Program: The maximum grant will be the lesser of $1,500 or tuition. The Chapter also provides 30 additional scholarships for medical students who agree to practice in a geographic region experiencing a shortage of doctors. Furthermore, the law sustains the eight family residency programs now in operation and creates five additional programs. (Federal funding of the eight existing programs was terminated.) The act authorizes interest payments—under certain conditions—on federally guaranteed loans for students not qualified for Federal interest subsidies.

Other Legislation

The Omnibus Higher Education Bill (Chapter 708) altered the composition of the New York City Board of Higher Education. As of January 1, 1974, seven members are to be appointed by the Mayor of New York City and three by the Governor; the President of the New York City Board of Education will also serve ex officio as a nonvoting member. Chapter 747 increased aid to central library systems and to the New York Public Library for its research libraries. More importantly, this chapter funded development not only of a cooperative reference and research library program, but also of an interlibrary loan program for certain institutions. The Legislature also directed SUNY trustees to develop (a) a formula for support of the community colleges to be submitted to the 1974 legislature and (b) a code of standards and procedures for the administration/operation of the community colleges.

The 1974 Legislature provided legal immunity for optometrists and hospital administrators in specified circumstances (Chapter 74); Chapter 1055 mandated licensure for speech pathologists and audiologists. The Legislature established the Empire State Youth Theater Institute (under the State University) to provide - at Empire State Plaza - an arts and culture program for the youth and educators of New York State.

Chapter 942 creates the New York State Higher Education Services Corporation to provide centralized administration of New York State financial aid and loan programs and to coordinate the State's administrative effort with those of other governmental levels. The corporation will combine the functions of the New York State Higher Education Assistance

Corporation and the Examination and Scholarship Center of the State Education Department. The bill also clarified the emancipated status of students, especially undergraduates, so as to omit parental income from aid calculations for all financially independent students.

Appendix C

Academic Programs of The City University Approved for Establishment between November 1, 1972 and July 31, 1974

BERNARD M. BARUCH COLLEGE

Bachelor of Arts (B.A.)

Hebrew
Music

BROOKLYN COLLEGE

Bachelor of Science (B.S.)

Computer and Information Science

Bachelor of Arts or Bachelor of Science (B.A. or B.S.)

Film Studies

Bachelor of Arts - Master of Arts (B.A. - M.A.)

B.A. - M.A. in Biology
B.A. - M.A. in Chemistry
B.A. - M.A. in Physics

Master of Fine Arts (M.F.A.)

Creative Writing

CITY COLLEGE

Master of Urban Planning (M.U.P.)

Urban Design

Master of Engineering (M.E.)

Urban Engineering

Master of Science (M.S.)

Technical Urban Problems

HUNTER COLLEGE

Bachelor of Arts (B.A.)

Archaeology
Comparative Literature
Dance
Environmental Science

Bachelor of Arts - Master of Arts (B.A. - M.A.)

Mathematics
Physics

Master of Science (M.S.)

Social Research

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Associate in Science (A.S.)

Government and Administration

HERBERT H. LEHMAN COLLEGE

Bachelor of Arts (B.A.)

Judaic Studies

Bachelor of Arts or Bachelor of Science (B.A. or B.S.)

Self Determined Studies

QUEENS COLLEGE

Bachelor of Arts - Master of Arts (B.A. - M.A.)

Physics

Bachelor of Arts (B.A.)

Urban-Community Studies
Philosophy

Bachelor of Science (B.S.)

Environmental Health Science

QUEENS COLLEGE (continued)

Master of Arts (M.A.)

Polymer Chemistry

UNIVERSITY GRADUATE CENTER

Doctor of Philosophy (Ph.D.)

Art History

Bachelor of Arts and Bachelor of Science (B.A. - B.S.)

CUNY Baccalaureate

APPENDIX D

Postsecondary Educational Institutions
in New York State

I. Degree-Granting Postsecondary Institutions[1]

A. Public Colleges and Universities

STATE UNIVERSITY OF NEW YORK

University Centers

Albany
Binghamton
Buffalo
Stony Brook

University Colleges

Brockport
Buffalo
Cortland
Empire State
Fredonia
Geneseo
New Paltz
Old Westbury
Oneonta
Oswego
Plattsburgh
Potsdam
Purchase
Utica-Rome

[1]The following listing displays degree-granting institutions categorized by type. In addition to those having degree powers through a charter or legislative authority, those with degree powers granted on a program-by-program basis by the Regents are included. Except as noted, institutions indented under another institution are components and do not have independent authority to grant degrees. Due to the great number and variety of affiliation agreements, only a minimum are noted.

The list is intended to present in toto, with noted exceptions, the complete population of degree institutions in the State. The list also serves to indicate the method of data presentation in this progress report and companion documents.

Health Sciences Centers

Buffalo Health Sciences Center
Downstate Medical Center
Stony Brook Health Sciences Center
Upstate Medical Center

Specialized Colleges

Environmental Science and Forestry
Maritime
Optometry

Statutory Colleges

Agriculture and Life Sciences at Cornell University
Ceramics at Alfred University
Human Ecology at Cornell University
Industrial and Labor Relations at Cornell University
Veterinary at Cornell University

2-Year Colleges
Agricultural and Technical Colleges

Alfred
Canton
Cobleskill
Delhi
Farmingdale
Morrisville

2-Year Colleges
Community Colleges

Adirondack
Auburn
Broome
Clinton County
Columbia-Greene
Community College of the Finger Lakes
Corning
Dutchess
Erie
Fashion Institute of Technology
Fulton-Montgomery
Genesee
Herkimer County
Hudson Valley

Jamestown
Jefferson
Mohawk Valley
Monroe
Nassau
Niagara County
North Country
Onondaga
Orange County
Rockland
Schenectady County
Suffolk County
Sullivan County
Tompkins-Cortland
Ulster County
Westchester

Community Colleges in New York City[2]

Borough of Manhattan
Bronx
Hostos
Kingsborough
LaGuardia
New York City
Queensborough
Staten Island

THE CITY UNIVERSITY OF NEW YORK

Graduate School and University Center

Senior Colleges

Baruch College
Brooklyn College
City College
Evers College
Hunter College
John Jay College of
Criminal Justice
Lehman College
Queens College
Richmond College
York College

[2]Community colleges sponsored by New York City Board of Higher Education under the program of the State University of New York.

B. Private Colleges and Universities

UNIVERSITIES

Multiversities

Columbia University
Cornell University
New York University
Syracuse University[3]
University of Rochester

Universities

Adelphi University
Fordham University
Hofstra University
Long Island University
  Brooklyn Center
  Brooklyn College of Pharmacy[4]
  C. W. Post
  Southampton
St. John's University
Yeshiva University

COLLEGES

College Complexes

Alfred University
Barnard College
Canisius College
Colgate University
D'Youville College
Elmira College
Hamilton College
Hartwick College
Hobart and William Smith
  Colleges (The Colleges
  of the Seneca)
Iona College
Ithaca College
LeMoyne College
Manhattan College
Manhattanville College

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[3]Utica College, though a branch campus of Syracuse University, is reported as a separate unit under the "colleges" category.

[4]Brooklyn College of Pharmacy, though listed as a component of Long Island University, possesses a Regents charter as a degree-granting institution.

New School for Social Research
Niagara University
Pace University
Russell Sage College[5]
St. Bonaventure College
St. Lawrence University
Sarah Lawrence College
Skidmore College
Union College
Vassar College
Wagner College
Wells College

Colleges

Bard College
Briarcliff College
College of Mount St. Vincent
College of New Rochelle
College of St. Rose
College of White Plains
Concordia College
Dominican College of Blauvelt
Dowling College
Eisenhower College
Finch College
Friends World College
Houghton College
Keuka College
King's College
Kirkland College
Ladycliff College
Marist College
Marymount College
Marymount Manhattan College
Medaille College
Mercy College
Molloy College
Mount St. Mary College
Nazareth College
Roberts Wesleyan College
Rosary Hill College

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[5] Includes Junior College of Albany.

St. Francis College
St. John Fisher College
St. Joseph's College
St. Thomas Aquinas College
Siena College
Touro College[6]
Utica College
Verrazzano College[7]
Wadhams Hall

ENGINEERING AND
TECHNICAL SCHOOLS

Clarkson College of
Technology
Cooper Union for the
Advancement of Science
and Art
New York Institute of
Technology
Polytechnic Institute of
New York
Pratt Institue
Rensselaer Polytechnic
Institute
Rochester Institute of
Technology
Webb Institute of Naval
Architecture

SPECIALIZED COLLEGES

Albany Law School
Bank Street College
Brooklyn Law School
College of Insurance
Juilliard School
Manhattan School of Music
Mannes College of Music
New York Law School
Parsons School of Design[8]
Teachers College[9]

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[6] Not an independently chartered institution; provided for in the charter of Syracuse University.

[7] Expected to open Fall 1974.

[8] Affiliated with the New School for Social Research.

[9] Affiliated with Columbia University.

HEALTH CENTERS

Albany College of Pharmacy
Albany Medical College
College of Pharmaceutical Sciences in New York City[10]
Mount Sinai School of Medicine[11]
New York College of Podiatric Medicine
New York Medical College
Rockefeller University

SEMINARIES AND RELIGIOUS TRAINING COLLEGES

Cathedral College of the Immaculate Conception
Colgate Rochester Divinity School
General Theological Seminary
Hebrew Union College-Jewish Institute of Religion
Holy Trinity Orthodox Seminary
Immaculate Conception Seminary at Troy
Jewish Theological Seminary of America
Maryknoll Seminary
Mount St. Alphonsus Seminary
New York Theological Seminary
Nyack College
Rabbi Isaac Elchanan Seminary
St. Bernard's Seminary
St. John Vianney Seminary
St. Joseph's Seminary and College
St. Vladimir's Orthodox Theological Seminary
Union Theological Seminary
Woodstock College

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[10] Affiliated with Columbia University.

[11] Affiliated with The City University of New York.

2-YEAR COLLEGES

General Programs (Liberal Arts/Teacher Education)

Bennett College
Cazenovia College
Elizabeth Seton College
Five Towns College[12]
Harriman College
Hilbert College
Maria College of Albany
Maria Regina College
Mater Dei College
Trocaire College
Villa Maria College of Buffalo

Specialized

Academy of Aeronautics
College for Human Services
Culinary Institute of America
LaSalette Seminary
Paul Smith's College of Arts and Sciences

C. Occupational Institutions Authorized by the Regents to Grant Degrees on a Program Basis[13]

1. Nonprofit (Chartered by the Regents)

American Academy of Dramatic Arts (New York City)

Institute of Design and Construction (Brooklyn)

2. Proprietary

Adelphi Business School (Mineola)

Albany Business College (Albany)

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[12]Expected to open September 1974.

[13]All the schools listed have been authorized to grant the associate in occupational studies (A.O.S.) degree or except The School of Visual Arts which can award a bachelor of fine arts degree. (As of 6/1/74.)

Berkeley School
(White Plains)

Berkeley-Claremont School
(Hicksville, Long Island)

Berkeley-Claremont School
(New York City)

Bryant and Stratton Business Institute
(Buffalo)

Central City Business Institute
(Syracuse)

Interboro Institute
(New York City)

Jamestown Business College
(Jamestown)

Katharine Gibbs School
(New York City)

Laboratory Institute of Merchandising
(New York City)

Monroe Business Institute
(New York City)

Olean Business Institute
(Olean)

Powelson Business Institute
(Syracuse)

Sadie Brown's Collegiate Institute, Inc.
(New York City)

Taylor Business Institute, Inc.
(New York City)

Technical Careers Institute, Inc./RCA Institutes, Inc.,
The Resident School
(New York City)

Tobe-Coburn School for Fashion Careers. Ltd.
(New York City)

Utica School of Commerce
(Utica)

Wood School
(New York City)

School of Visual Arts
(New York City)

II. Nondegree-Granting Postsecondary Institutions[2]

Occupational/Technical/Trade/Vocational[3]

5-H Acres School of Riding
(Cortland)

Airco Technical Institute
(Brooklyn)

Albert Merrill School
(New York City)

Albert Pels School of Art, Inc.
(New York City)

Alfred Adler Institute
(New York City)

Allegheny Airlines Career School
(Oriskany)

Allen School for Physicians Aides
(Jamaica)

American Musical and Dramatic Academy, Inc.
(New York City)

American Art School
(New York City)

American Bartenders School
(New York City)

American Institute
(Brooklyn)

American School of Drafting and Teletronics School System
(Syracuse)

Announcer Training Studios
(New York City)

Anthony Driving School, Inc.
(Buffalo)

Apex Technical School
(New York City)

(The) Backster School
(New York City)

[2]Nondegree-granting postsecondary institutions as identified in survey described on pp. 76-78 of this document. (As of 6/1/74.) This listing is preliminary and does not imply any formal Regents, State, or federal recognition of any kind. The category classification of each institution is self-reported. Several institutions which have responded to the survey are not listed above as their survey returns are being re-examined to ensure definitional consistency.

[3]Cosmetology and flight schools are listed separately on pp. D19-D22.

Banner Technical School
(Jamaica)

Berk Trade School
(New York City)

Bosslas Drafting School, Inc.
(Jackson Heights)

(The) Brooklyn Conservatory of Music
(Brooklyn)

Buffalo Bar Training School of Mixology
(Buffalo)

Career Academy
(New York City)

Careerco School for Paraprofessionals
(Syracuse)

Carey Truck Driving School Corporation
(Syracuse)

Catherine McAuley School of Practical Nursing
(Batavia)

Chauffeur's Training School, Inc.
(Rensselaer)

Cherry Meadow Farm School of Horsemanship, Inc.
(East Northport)

Commercial Programming Unlimited
(New York City)

Delehanty Institute
(New York City)

Driver Training Institute
(Brooklyn)

Eastern School for Physicians' Aides
(New York City)

Eastern States Farrier School
(Oswego)

Electronic Computer Programming Institute
(Hempstead)

Electronic Computer Programming Institute, Inc.
(New York City)

Elim Bible Institute
(Lima)

French Fashion Academy
(New York City)

Grace Downs Career Schools, Inc.
(New York City and Glen Cove)

Grumman Aerospace Training Center
(Beth Page)

Grumman Data Systems Institute
(Hicksville)

Hoffman Electrolysis Institute
(New York City)

Hudson Valley Opportunities Industrialization Center, Inc.
(Poughkeepsie)

Institute for Relational Management
(Westchester)

International Bartending School
(New York City)

International Computer Institute
(Flushing)

International Computer Institute, Inc.
(New York City)

International School of Dog Grooming
(New York City)

Island Drafting and Technical Institute
(Amityville)

Jamestown School of Practical Nursing
(Jamestown)

Jefferson Vocational Technical Center
(Watertown)

Joseph Bulova School of Watchmaking
(Woodside)

Kerpel School of Dental Technology
(New York City)

Kree Institute of Electrolysis, Inc.
(New York City)

Lehigh Technical School
(Jamaica)

Long Island Technical School
(Hicksville)

M&M School of Dog Grooming
(Kenmore)

Magna Institute of Dental Laboratory Technology
(New York City)

Maison Sapho School of Dressmaking and Design, Inc.
(New York City)

Mandl School for Medical and Dental Assistants
(New York City and Hempstead)

Manhattan Medical and Dental Assistants School
(New York City)

Manhattan School of Printing, Inc.
(New York City)

Manhattan Technical Institute
(New York City)

Masters Driving Schools
(Niagara Falls)

Medical Aid Training School of Brooklyn, Inc.
(Brooklyn)

Medical Aid Training School of Long Island, Inc.
(Hempstead)

Medical Aid Training Schools, Inc.
(New York City and Jamaica)

Merchant Marine School of the Seamen's Church Institute
(New York City)

Metropolitan School of Infant and Geriatric Care
(New York City)

Modern Welding School
(Schenectady)

Mohawk Business and Vocational School
(Utica)

Nassau School for Medical and Dental Assistants
(West Hempstead)

National Electronic T.V. School, Inc.
(Buffalo)

National Security Officers Institute
(Hauppauge)

National Training Center of Lie Detection
(New York City)

(The) New School of Contemporary Radio
(Albany)

New York Hotel and Motel School
(New York City)

New York Institute of Credit
(New York City)

New York Institute of Dietetics
(New York City)

New York Institute of Photography
(New York City)

New York School for Medical and Dental Assistants
(Forest Hills)

New York School of Announcing and Speech
(New York City)

New York School of Computer Technology
(New York City)

New York School of Dog Grooming
(New York City)

New York School of Drycleaning, Inc.
(New York City)

New York School of Floral Designing
(New York City)

New York School of Locksmithing, Inc.
(Hempstead)

New York-Phoenix Schools of Design
(New York City)

Opportunities Industrialization Centers, Inc.
(New York City)

Pan American Art School
(New York City)

Pinecrest Bible Training Center
(Salisbury Center)

Pioneer Diamond Setting School, Inc.
(New York City)

Pohs Institute
(New York City)

Pohs Institute - Forest Hills Branch
(Forest Hills)

Pohs Institute - Hicksville Branch
(Hicksville)

Pohs Institute - White Plains Branch
(White Plains)

Printing Trades School Limited
(New York City)

Programming and Systems Institute
(New York City)

Programming and Systems Institute Business School
(Tonawanda)

Roberts' Technical and Trade Schools
(New York City)

Rochester Dental Assistants School
(Rochester)

Rochester School of Practical Nursing
(Rochester)

Rochester Tool and Die Institute
(Rochester)

Roney Machine Shorthand Reporting School
(Depew)

(The) Salvation Army School for Officers' Training
(Suffern)

School for Computer Studies Business and Technical Institute
(New York City)

School for Health Technology Studies
(Nyack)

School of Broadcasting and Announcing
(New York City)

Seaway Area Technology Center
(Norwood)

Security Training School
(Jamaica)

Shevet Y'Hudah Resnick Institute of Technology
(Brooklyn)

Stanton School of Dog Grooming, Inc.
(New York City)

Superior Career Institute
(New York City)

Sylvania Technical School
(Hempstead)

Sylvania TV Studio School
(New York City)

Syracuse School of Automation, Inc.
(Dewitt)

Traphagen School of Fashion
(New York City)

Union Settlement Association Training School
(New York City)

United States Brewers' Academy
(Mount Vernon)

University of the Streets
(New York City)

Upholstery Trade School
(New York City)

Utica School for Practical Nurses
(Utica)

Warzecha School of Dressmaking, Tailoring, and Pattern Designing
(Buffalo)

Westchester School for Medical and Dental Assistants
(Hartsdale)

WNET/13 Training School
(New York City)

YMCA Technical School
(Brooklyn)

Business/Commercial

Academy of Advanced Traffic
(New York City)

Adelphi Business Schools
(Brooklyn)

Alice Skinner Secretarial/Finishing School
(Garden City)

Ames Business School
(New York City)

Arcadia School of Commerce
(Newark)

Blake Business School
(Smithtown)

(The) Briarcliff School, Inc.
(Hicksville)

(The) Briarcliff Secretarial School, Inc.
(Mineola)

Bronx Business School
(Bronx)

Business Automation School
(New York City)

Career Development Laboratory at Human Resources Center
(Albertson)

Career Education Development Center
(New York City)

Drake Business School
(New York City)

Eastern School for Real Estate
(New York City)

Elmira Business Institute
(Elmira)

Freeman Business School
(Geneva)

Heffley and Browne Secretarial School
(Brooklyn)

Katharine Gibbs School-Huntington, Inc.
(Melville)

Kelley Business Institute
(Niagara Falls)

Krissler Business Institute
(Poughkeepsie)

Latin American Institute
(New York City)

(The) McAvoy School
(New York City)

Merchants and Bankers Business and Secretarial School
(New York City)

Midtown School of Business, Inc.
(New York City)

Mildred Elley School
(Albany)

National Credit Office
(New York City)

New York Business School
(New York City)

Our Lady of Victory Secretarial School
(Plattsburgh)

Pace Business School
(Yonkers)

Plaza Business Schools
(Jackson Heights)

Ridley Lowell School of Business
(Binghamton)

Rochester Business Institute
(Rochester)

Rochester School of Machine Shorthand
(Rochester)

Roethel's Ogdenburg Business Institute
(Ogdensburg)

Royal Business School, Inc.
(New York City)

Sawyer School
(Rochester)

Sobelsohn School
(New York City)

Southshore Business School
(Bayshore)

Spanish American Institute
(New York City)

Speedwriting Institute
(New York City)

Spencer Business Institute
(Schenectady)

Stenotype Academy
(New York City)

Stenotype Institute of New York
(New York City)

Taylor Business Institute
(Hempstead)

Washington Business Institute
(New York City)

Watertown School of Commerce
(Watertown)

Westchester Business Institute
(White Plains)

Cosmetology

American Barber School, Inc.
(Rochester)

Auburn International Beauty School
(Auburn)

Austin Beauty School, Inc.
(Albany)

Babylon Beauty School, Inc.
(Babylon)

Beauty School of Middletown
(Middletown)

Bensonhurst Beauty School, Limited
(Brooklyn)

Biltmore Beauty School
(Babylon)

Brittany Beauty Center
(Levittown)

Bronx Beauty School, Inc.
(Bronx)

Calise Beauty School
(Brooklyn)

Capri School of Hair Design
(Spring Valley)

Central Academy of Beauty Culture
(Newburgh)

Colonna Beauty School
(Albany)

Concord Beauty School, Inc.
(Brooklyn)

Concord Beauty School, Inc.
(Astoria)

Concourse Beauty School
(Bronx)

Continental School of Beauty
(Rochester)

Continental School of Beauty Culture Limited
(Buffalo)

Culmer School of Hair Design
(Buffalo)

Doyle Beauty School, Inc.
(Buffalo)

(The) Erasmus Beauty School, Inc.
(Brooklyn)

Europa School of Cosmetology
(Schenectady)

Flexe Beauty School, Inc.
(Flushing)

Fordham Beauty School
(Bronx)

Frederick's Beauty School
(Baldwin)

Inter-County Barber School
(Babylon)

Intercoiffure School of Hair Design
(Rochester)

Kay Laure School of Beauty Culture
(Hicksville)

LePonto Hairstyling and Beauty School, Inc.
(Syracuse)

Marcel Haigy's School of Beauty
(Bayshore)

Marjon School of Beauty Culture
(Kenmore)

Midway Beauty School
(Forest Hills)

Mohawk Hairstyling and Beauty Culture School
(Utica)

New Penn Beauty School
(Olean)

ATE of New York, Inc.
(Ronkonkoma)

Banner Flight School
(Newburgh)

Batavia Aviation Flight School
(Batavia)

Camillus Airport, Inc.
(Camillus)

Carroll Air Service, Inc.
(Kingston)

Clinton Aero Corporation
(Plattsburgh)

Courtesy Aircraft School
(Glens Falls)

Dunkirk Aviation Flight School
(Dunkirk)

Elmira Aeronautical Corporation
(Horseheads)

Empire Aero Flight School
(Skaneateles)

Empire Flight Center, Inc.
(New York City)

Flight Safety, Inc.
(Flushing)

Island Helicopters Flight School
(Garden City)

Long Island Airways, Inc.
(Ronkonkoma)

Marold Aviation, Inc./Southern Tier Airways
(Endicott)

McIntyre Aviation, Inc.
(Ronkonkoma)

Mid Island Flying School
(Ronkonkoma)

Monticello Flights, Inc.
(Monticello)

New York Beauty School
(Brooklyn)

New York State Barber School
(Syracuse)

Paris Bronx Beauty School
(Bronx)

Pauldine's Barber and Beauty School, Inc.
(Elmira)

Raphael School of Beauty Culture
(Jamestown)

Roberts Beauty School
(Buffalo)

Royal Barber and Beauty School
(Schenectady)

Tri City Barber School
(New York City)

Triple Cities School of Beauty Culture
(Binghamton)

Troy School of Beauty Culture, Inc.
(Troy)

Ultissima Beauty Institute Limited
(Flushing)

Utica School of Beauty Culture
(Utica)

Vaughn Barber School
(New York City)

Vogue Institute of Beauty Culture
(New York City)

Westchester School of Beauty
(Mt. Vernon)

Wilfred Academy of Hair and Beauty Culture
(Brooklyn, Hauppauge, Jamaica, New York City,
Patchogue, Riverhead, Staten Island,
and White Plains)

Yonkers Beauty Culture School, Inc.
(Yonkers)

Flight School

Airline Operations Training, Inc.
(Flushing)

Amityville Flying Service
(Amityville)

Onondaga Flight School
(Cicero)

Potsdam Flying School
(Canton)

Prior Aviation Service, Inc.
(Buffalo)

Ray Hylan School of Aeronautics, Inc.
(Rochester)

Rensselaer School of Aviation
(Poestenskill)

Richmor Aviation, Inc.
(Ballston Spa)

Riverside School of Aeronautics
(Utica)

Sair Aviation
(Syracuse)

Schweizer Soaring School
(Elmira)

Sig Uyldert Flying School, Inc.
(Amityville)

Sky Acres Flying School
(Billings)

Sterling Airways School
(Hornell)

Stewart Airport Fire Protection Training School
(Newburgh)

Valley Aircraft Flight School
(Oriskany)

Wellsville Flying Service, Inc.
(Wellsville)

Correspondence

Association of Commodity Exchange Firms, Inc.
(New York City)

Dun-Donnelley Publishing Corporation/Dun and Brad Street Companies, Inc.
(New York City)

Management Games Institute
(Larchmont)

National Institute of Credit
(Lake Success)

National Tax Training School
(Monsey)

Pauline Bloom Workshop
(Brooklyn)

Roberts' Technical and Trade Schools
(New York City)

Sommelier Society of America Alcoholic Beverage Correspondence School
(New York City)

Travel Career Institute
(New York City)

Writers Institute
(Mamaroneck)

Hospital Schools

Albany Medical Center Hospital School of Nursing
(Albany)

Albany Medical Center Hospital School of Radiologic Technology
(Albany)

Albany Medical Center School for Nurse Anesthetists
(Albany)

Albany School of Cytotechnology
(Albany)

Arnot-Ogden Memorial Hospital
(Elmira)

Auburn Memorial Hospital
(Auburn)

Beekman Downtown Hospital
(New York City)

(The) Bellevue Hospital Center
(New York City)

Beth Israel Medical Center, Beth Israel School of Nursing
(New York City)

Binghamton General Hospital School of Nursing
(Binghamton)

Bronx Lebanon Hospital Center
(Bronx)

Buffalo General Hospital School of Nursing
(Buffalo)

Caledonian Hospital School of Practical Nursing
(Brooklyn)

Catholic Medical Center of Brooklyn and Queens
(Jamaica)

Central Islip State Hospital
(Central Islip)

Champlain Valley Physicians Hospital Medical Center School of Nursing
(Plattsburgh)

Cochran School of Nursing - St. John's Riverside Hospital
(Yonkers)

Columbia Memorial Hospital School of Nursing
(Hudson)

Columbus Hospital
(New York City)

Corning Hospital School of Radiologic Technology
(Corning)

Craig State School
(Sonyea)

Creedmoor State Hospital
(Queens Village)

Crouse Irving Memorial Hospital School of Nursing
(Syracuse)

DeGraff Memorial Hospital School of Medical Technology
(North Tonawanda)

Eastern Suffolk School of Radiologic Technology
(Riverhead)

Eastman Dental Center
(Rochester)

Edna G. Dyett School of Practical Nursing
(Buffalo)

Edward J. Meyer Memorial Hospital
(Buffalo)

Ellis Hospital School of Nursing
(Schenectady)

Flushing Hospital and Medical Center
(Flushing)

French and Polyclinic Medical School and Health Center
(New York City)

Geneva General Hospital School of Practical Nursing
(Geneva)

Glens Falls Hospital Practical Nursing School
(Glens Falls)

Gowanda State Hospital
(Helmuth)

Grasslands School of Practical Nursing
(Valhalla)

Harlem Hospital Center
(New York City)

Harlem Valley State Hospital
(Wingdale)

Highland Hospital School of Nursing
(Rochester)

Hospital for Joint Diseases and Medical Center
(New York City)

Hospital for Joint Diseases and Medical Center-Helene Fuld School of Nursing
(New York City)

Hudson River State Hospital School of Nursing
(Poughkeepsie)

Isabella Graham Hart School of Practical Nursing of Rochester General Hospital
(Rochester)

Jamestown General Hospital Laboratory
(Jamestown)

(The) Jewish Hospital and Medical Center of Brooklyn-School of Nursing
(Brooklyn)

(The) Jewish Hospital and Medical Center of Brooklyn-School of Radiology
(Brooklyn)

Kings County Hospital Center
(Brooklyn)

Kings Park State Hospital School of Nursing
(Kings Park)

Lenox Hill Hospital
(New York City)

(The) Long Island College Hospital
(Brooklyn)

Marcy State Hospital
(Marcy)

Mary McClellan Hospital School
(Cambridge)

Memorial School of Nursing
(Albany)

Mercy Hospital
(Rockville Centre)

Methodist Hospital
(Brooklyn)

Middletown State Hospital
(Middletown)

Millard Fillmore Hospital
(Buffalo)

Misericordia Hospital School of Nursing
(Bronx)

Mount Vernon Hospital School of Nursing
(Mount Vernon)

Nassau Hospital School of Radiography
(Mineola)

New Rochelle Hospital Medical Center School of Nursing
(New Rochelle)

Niagara Falls Memorial Medical Center
(Niagara Falls)

New York City Health and Hospital Corporation-Central School for Practical Nurses
(New York City)

New York Eye and Ear Infirmary
(New York City)

(The) New York Hospital School of Radiography
(New York City)

New York State Psychiatric Institute
(New York City)

New York University Medical Center
(New York City)

Peninsula Hospital Center
(Far Rockaway)

Phelps Memorial Hospital School of Practical Nursing
(North Tarrytown)

Pilgrim State Hospital
(West Brentwood)

Presbyterian Hospital in the City of New York
(New York City)

Queens Hospital Center School of Nursing
(Jamaica)

Rochester State Hospital
(Rochester)

Roosevelt Hospital
(New York City)

Roswell Park Memorial Institute
(Buffalo)

St. Clare's Hospital and Health Center School of Nursing
(New York City)

St. Clare's Hospital and Health Center School of Radiography
(New York City)

St. Elizabeth Hospital School
(Utica)

St. Elizabeth Hospital School of Radiology
(Utica)

St. Francis Hospital School of Practical Nursing
(Olean)

St. James Mercy Hospital School of Nursing
(Hornell)

St. John's Episcopal Hospital
(Brooklyn)

St. Joseph's Hospital Health Center School of Nursing
(Syracuse)

St. Joseph's Hospital School of Nursing
(Elmira)

St. Joseph's Hospital School of Practical Nursing
(Yonkers)

St. Lawrence State Hospital School of Nursing
(Ogdensburg)

St. Luke's Hospital School for Certified Laboratory Assistants
(Newburgh)

(The) St. Luke's Memorial Hospital Center School of Diagnostic Radiologic Technology
(Utica)

St. Margaret's House and Hospital for Babies, School for Child Care Technicians
(Albany)

St. Mary's Hospital School of Nursing
(Amsterdam)

St. Mary's Hospital-School of Radilogic Technology
(Rochester)

St. Vincent's Hospital School of Nursing
(New York City)

St. Vincent's Medical Center of Richmond School of Nursing
(Staten Island)

Samaritan Hospital School of Nursing
(Troy)

School of Practical Nursing/Hospital for Special Surgery
(New York City)

Sisters of Charity Hospital-Deparment of Continuing Education
(Buffalo)

South Nassau Communities Hospital School of Radiologic Technology
(Oceanside)

Southampton Hospital School of Radiologic Technology
(Southampton)

Staten Island Hospital
(Staten Island)

U.S. Public Health Service Hospital, Physicians Assistant Training Program (Staten Island)

U.S. Public Health Service Hospital School of Anesthesia for Nurses
(Staten Island)

U.S. Public Health Service Hospital School of Radiologic Technology
(Staten Island)

Utica State Hospital School of Nursing
(Utica)

Veteran's Administration Hospital, School for Nurse Anesthetists
(Albany)

Westchester School of Nursing
(Valhalla)

Willard State Hospital School of Nursing
(Willard)

Wilson Memorial Hospital
(Johnson City)

Women's Christian Association
(Jamestown)

Wyckoff Heights Hospital School of Practical Nursing
(Brooklyn)

Wyoming County Community Hospital School of Radiologic Technology
(Warsaw)

Other

American Institute for Psychoanalysis
(New York City)

Art Students League of New York
(New York City)

Blanton-Peale Graduate Institute
(New York City)

C. G. Jung Training Center
(New York City)

Child Development Research
(Sands Point)

Dewey School of Orthodontia, Inc.
(New York City)

Institute for Advanced Study in Rational Psychotherapy
(New York City)

Institute for Contemporary Psychotherapy
(New York City)

Institute for Continuing Dental Education of the Eleventh District
(Jamaica)

Institute for Graduate Dentists
(New York City)

(The) Institute for Research in Hypnosis
(New York City)

Institute for Training in Behavior Therapy
(New York City)

Jewish Board of Guardians-Educational Institute
(New York City)

Law Enforcement Cadet Program
(New York City)

Manhattan Center for Advanced Psychoanalytic Studies
(New York City)

Marino Bar Review Course, Inc.
(Garden City)

Nassau Suffolk Academy of Dentistry
(Rockville Centre)

National Institute for Psychotherapy
(New York City)

National Psychological Association for Psychoanalysis, Inc.
(New York City)

Neighborhood Playhouse School of the Theatre
(New York City)

New Hope Center for Training and Research in Mental Health
(Brooklyn)

New York Center for Psychoanalytic Training
(New York City)

New York School of Interior Design
(New York City)

New York School of Psychiatry
(New York City)

New York Structural Institute
(New York City)

Practical Bible Training School
(Bible School Park)

Practising Law Institute
(New York City)

Staten Island Mental Health Society, Inc.
(Staten Island)

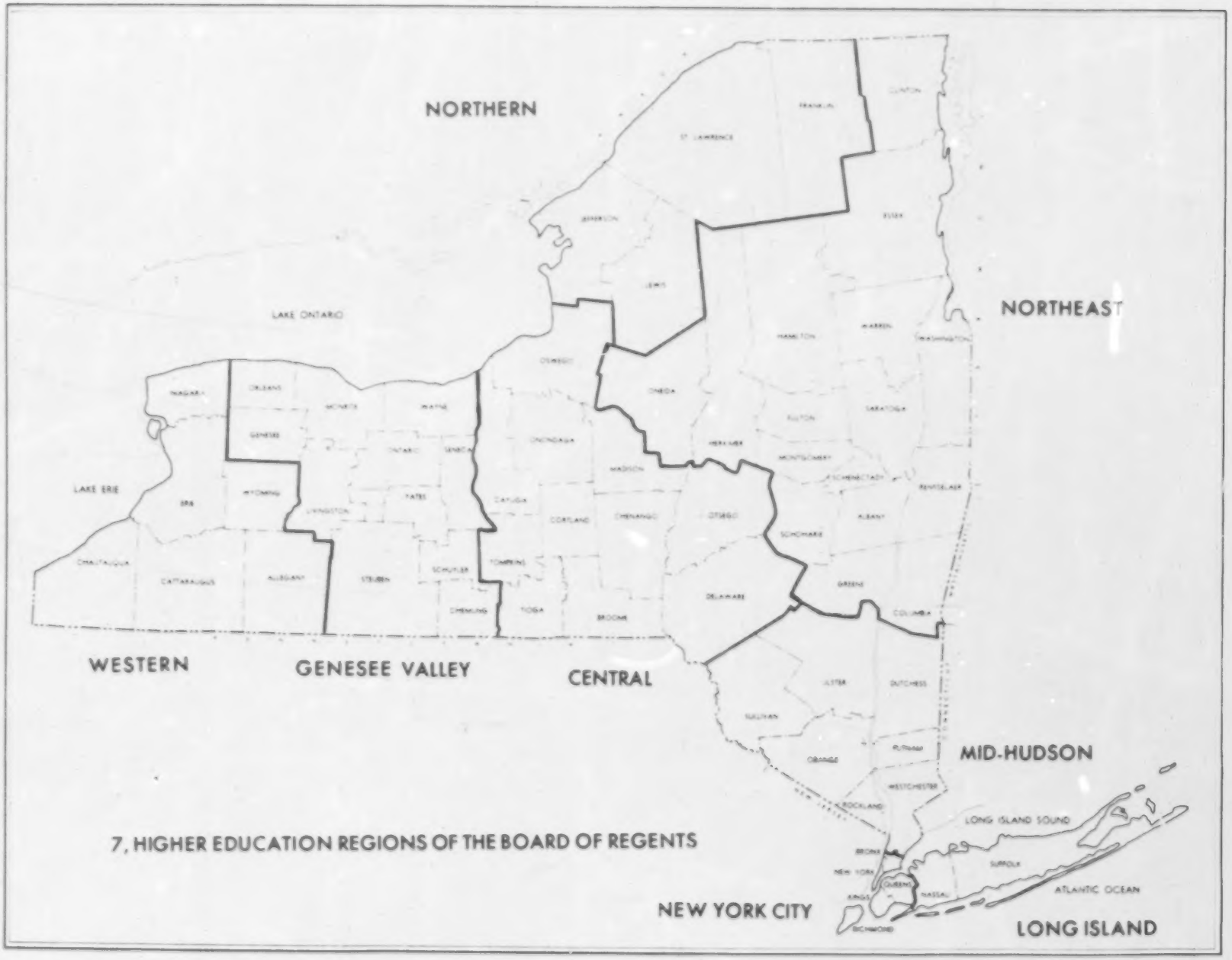
Washington Square Institute for Psychotherapy and Mental Health
(New York City)

Westchester Conservatory of Music
(White Plains)

William Alanson White Institute
(New York City)

William H. Miner, Agricultural Research Institute
(Chazy)

Word of Life Bible Institute
(Pottersville)



7, HIGHER EDUCATION REGIONS OF THE BOARD OF REGENTS

Appendix E

Assessment of the 1972 Statewide Plan Recommendations

This appendix is a comprehensive report on the status of each recommendation made by the Regents in EDUCATION BEYOND HIGH SCHOOL: The Regents Statewide Plan for the Development of Postsecondary Education, 1972. Each recommendation is presented as it appeared in the plan, unless it has been amended in this document, in which case a deletion appears in brackets [ ] and an addition is indicated by underlining. Each recommendation is followed by an assessment of the progress made toward achieving it. All continued recommendations are also found in the text of this document, each within its appropriate goal. Recommendations are reported as accomplished if they have been successfully achieved, or are discontinued if they are no longer deemed appropriate. Although the phrase, "The Regents recommend that," does not precede each recommendation, it is implied.

UNDERGRADUATE EDUCATION

1. colleges and universities base admission on desire and need for further education, placing students in programs suited to their capacities (Goal I)

Status: Recommendation Continued

Commentary: For the system as a whole, the State has succeeded in identifying the needs of those students with other than traditionally measured strengths. Institutions have recognized those students with potential for academic achievement by admitting a portion of each freshman class utilizing varying types of subjective entrance criteria. In their continuing investigation of innovative admissions screening services, institutions may want to consider the nontraditional "interest and need" criteria utilized by some State-sponsored opportunity programs. The Regents suggest that definitive research be conducted in the field of testing for diagnosis of student strengths and postsecondary placement and the effectiveness of opportunity programs and their entrance criteria. The State Education Department will closely monitor such research, and it will consider an evaluation for use in the Regents 1976 Statewide Plan for the Development of Postsecondary Education.

2. colleges and universities offer admission guaranteed to be available for at least 3 years, grant leaves of absence readily, allow reentry without red tape or penalty, and minimize prerequisites and requirements of specific courses (Goal II)

Status: Recommendation Continued

Commentary: Overall, the response of the various sectors of higher education to this recommendation, as reflected in their individual progress reports, is rather encouraging. The public universities expressly recognize the need for priority attention to the area of entry and reentry policies,

especially as they relate to part-time and adult students, and many of their campuses have eased entry and reentry requirements. Most private colleges offer preferential treatment to those who seek readmission in good academic standing. The Regents retain and continue this recommendation, since more needs to be done to accommodate the special needs of mobile student populations, especially in light of recent projections of future attendance patterns which indicate large increases in part-time attendance and significant decreases in full-time attendance at collegiate institutions in the upcoming decade.

3. colleges and universities introduce students to the world of work and creativity by incorporating firsthand experience of students' vocational interests in their curriculums through cooperative education, internships, independent study, and research into life situations (Goal V)

Status: Recommendation Continued

Commentary: Cooperative education programs have multiplied rapidly in the State (and Nation) over the past several years. It is estimated that approximately 10,000 students are currently enrolled in programs in about 20 colleges, and the number is growing rapidly. Several community colleges enroll their entire student body in cooperative education programs.

The expansion of independent study and internship options, as evidenced by the progress reports submitted by institutions, has been moderate to date. More needs to be done in the cross-communication of successful programs by all sectors of higher education, public and private. Each institution could then consider, first, whether independent study is appropriate for its clientele and program offerings and, second, which modes of off-campus learning are worthy of consideration. To expedite implementation of this recommendation, the State Education Department will: (1) encourage more sectoral cooperation and interaction related to independent study options, and (2) collect and disseminate information on successful student options that have been developed by individual institutions or groups of institutions.

4. colleges and universities relax existing program structures so that an adult may enter or reenter formal education to achieve specific goals throughout his lifetime (Goal II)

Status: Recommendation Discontinued

Commentary: The intent of this recommendation is included in the statement and implementation of recommendation 2.

5. colleges and universities provide educational opportunities for credit which are outside the formal campus via open universities, external degrees, and the use of a variety of educational mass media (Goal V)

Status: Recommendation Continued

Commentary: Colleges and universities have moved rapidly into giving credit for prior learning through life experience. The range in flexibility and application of academic standards has been understandably wide in scope. Due to the wide range of applied procedures, the State Education Department is monitoring individual practices closely, so as to ensure compliance with academic standards. Several institutions have moved in the direction of modified external degree programs, but most are in the testing stage and it will take time for formal designs to be structured. Empire State College of the State University of New York system is a good example of a functioning external degree program which provides an alternative to a formal campus structure. Several institutions in the State, such as Bard College and Skidmore College, are cooperating with the University Without Walls program of the Union of Experimenting Colleges, Yellow Springs, Ohio. Another private college, Syracuse University, is promoting several off-campus programs. These are indeed excellent examples of innovation which benefit both the student, by allowing flexible programs to be constructed to meet individually tailored educational goals, and the institutions, by allowing them to serve more students with a minimum of necessary on-campus resources. The careful but progressive implementation of this recommendation is urged by the Regents, as it is one vehicle through which institutions can serve more effectively the needs of the State's adult populations in the upcoming decades.

6. colleges and universities create alternate routes to careers in the various professions which do not depend on courses and degrees (Goal IV)

Status: Recommendation Discontinued

Commentary: While the Regents acknowledge the restricted routes of access which seem to be characteristic of the various professions, they also realize that in-depth training is imperative for the maintenance of high quality in the professions. The State Education Department will continue to work with collegiate institutions and professional organizations to pursue prudent implementation of this recommendation. One example of progress made is seen in the Regents External Degree Program, designed to allow an individual to earn a degree at his own pace and to award degree credit for validated experience. The Regents External Degree Program currently offers an A.A.S. degree in nursing and will soon offer a baccalaureate program in nursing.

7. colleges and universities allow more flexible time units for the completion of both course and degree requirements so that all students are not locked into the same time frame (Goal II)

Status: Recommendation Discontinued

Commentary: The intent of this recommendation will be achieved through implementation of recommendation 2.

8. a social services corps which would educationally tutor students in such places as inner-city schools and rural communities be established (Goal V)

Status: Recommendation Accomplished

Commentary: The Regents note that the idea for recommendation 8 has been tried, on a limited basis, by numerous educational and social agencies at various levels, e.g., College Work Study Programs, the tutoring of high school students by students at the City University, Boy Scouts, VISTA Volunteers, fraternity and sorority volunteers, etc. Based upon the success of these endeavors, the Regents believe that such services are best provided by local organizations in response to local needs.

9. colleges grant academic credit and governments extend financial assistance to those who pursue collegiate postsecondary education outside formal institutions. Subsidized loans and scholar incentive awards should be established for a student's social service and for acceptable study proposals (Goal I)

Status: Recommendation Accomplished

Commentary: Institutional responses to question 19 of the Regents 1974 Progress Report Bulletin indicate that many institutions have enacted mechanisms for the assessment and/or acceptance of educational experiences acquired outside of formal institutions. The private colleges and the majority of the City University units recognize College Level Examination Program and College Proficiency Examination Program test results for credit, while some also recognize military experience and have developed faculty challenge examinations. The Regents External Degree Program, in conjunction with the State Education Department's College Proficiency Examination Program, represents another vehicle designed to award collegiate credit for validated experience and independent study. The high demand for these programs indicates a continuing need for flexibility in the recognition by educational institutions of off-campus academic achievement. The Regents commend those institutions which have developed formal degree-credit validation mechanisms on their campuses, and urge others to recognize the pool of potential postsecondary students which lies untapped and to develop modes of introducing these people to the lifelong benefits which can be obtained from the postsecondary educational system of the State. The latter portion of the recommendation statement can best be accomplished through existing institutional academic and aid programs. The intent of this recommendation will also be promoted through the implementation of recommendations 21 and 22.

10. commissions composed of secondary and collegiate personnel to develop better articulation between high school and collegiate levels to reduce overlap and the time required to complete educational goals be established (Goal IV)

Status: Recommendation Continued

Commentary: In April 1974 the Regents issued a position paper, The Articulation of Secondary and Postsecondary Education. It is the Regents reviewed current efforts to improve articulation between high school and college and made 24 recommendations, addressed to both the public schools and the State's postsecondary institutions, to promote improved articulation in a variety of ways, including:

(1) the enrichment of secondary school curricula using advanced placement courses; independent study, and community resources;

(2) the encouragement of participation by secondary schools in early collegiate admissions programs;

(3) full disclosure of admissions criteria and increased admissions flexibility by postsecondary institutions;

(4) the examination of curricula by postsecondary institutions to reduce secondary school overlap; and

(5) the establishment of a Task Force of appropriate personnel from schools, colleges, other agencies, and the general public to provide leadership in the area of articulation.

The State Education Department will coordinate these efforts. The Regents pledge their continued efforts to remove obstacles to such improved articulation.

11. existing regulations and guidelines be reviewed to eliminate obstacles to a more flexible system while maintaining excellence in programs (Coal II)

Status: Recommendation Accomplished

Commentary: The Regents have approved several modifications to the Commissioner's Regulations which provide more flexibility for the postsecondary educational system of the State. One example, Section 103.3, allows for the awarding of a Regents high school diploma to a student who enters college after completion of this third year of high school work and completes 30 credit hours of collegiate study. Other activities developed to increase program flexibility and excellence include the establishment of the Regents Credit Bank, which will provide a universal transcript of a student's previous educational and life experiences, the current evaluation of master's and doctoral programs, and the new thrust in continuing education for the professions. The Regents acknowledge the Department's endeavors to improve the flexibility of the State's postsecondary system and urge the Department to continue to do so as part of its day-to-day operation.

12. [community colleges and agricultural and technical colleges examine current practices in admissions and instruction in programs which are career-oriented at the 2-year level to increase the numbers of graduates who enter the job market] all 2-year, degree-granting institutions examine practices in admissions, instruction, and supportive services in programs which are career-oriented at the 2-year level with the intent of increasing the number of students who successfully complete such programs and who enter the job market (Goal IV)

Status: Recommendation Amended and Continued

Commentary: It is obvious from the progress report response of the collegiate sectors that more is known about the numbers of graduates in career programs than about their placement in jobs or in senior colleges. The intent of the Regents Statewide Plan recommendation was to suggest that some admissions practices and instructional methods might be counterproductive to the stated goals of occupational programs in 2-year institutions.

In the Progress Report Bulletin the Regents requested only statistical data, not evidence of examination of factors leading to successful completion of occupational programs. The Regents are pleased that the data submitted reflect growth in the number of occupational program graduates, but, at the same time, they wish to emphasize the necessity for all sectors, especially the State and City Universities, to provide usable information on job placement and transfer placement for graduates of career-oriented, 2-year programs.

Such information is a basic evaluation and planning tool for any program in any 2-year institution, since the acceptability of the graduate in an institution or in a job for which he has been prepared is a strong measure of viability of the program. In this critical part of the feedback and planning cycle the question goes unanswered, as the sector data was either incomplete or nonexistent. Because of the poor responses received, the Regents will make their request and recommendation more specific and more detailed in the bulletin to be issued for the 1976 Statewide Plan.

13. serious consideration be given to revising the structure for guidance, counseling, and advisement services on campuses [to decentralize the services, thus increasing accessibility to students] (Goal IV)

Status: Recommendation Amended and Continued

Commentary: The Regents believe that accomplishment of this recommendation is imperative to meet the needs of students in both general and opportunity programs, especially in view of the varying needs of the greater numbers of nontraditional students being accepted for study and the increase of educational options. Institutions are advised that one of the best ways to increase enrollments is to increase retention rates of the students already enrolled, and this could be accomplished through improved counseling service. For example, counselor-student ratios could be improved and the quality and extent of advisement services upgraded to effect a more meaningful collegiate experience for students. The State Education Department will assess the quality of counseling services, both academic and vocational, existent at collegiate campuses in the State, and report on its assessment with suggested recommendations in the Regents 1976 Statewide Plan.

14. community colleges be fully integrated into a regional system of public and private higher education to insure delivery of educational services to all who desire and need such services (Goal II)

Status: Recommendation Accomplished

Commentary: The Regents recognize that the community colleges, for the most part, are active participants in regional cooperation endeavors, in institutional consortia and Regents Regional Advisory Councils. Although this recommendation has been accomplished, the Regents urge 2-year public colleges to continue and expand their regional communication and cooperation endeavors. This cooperation by 2-year institutions should be extended especially (1) to 4-year collegiate institutions, to bridge the "articulation gap" and improve upper division transfer opportunities for graduates of community college programs, and (2) to proprietary institutions, to acknowledge and utilize effectively the educational resources contained in that sector of postsecondary education.

15. occupational programs at the community colleges be more fully articulated with programs in the secondary schools and with Boards of Cooperative Educational Services (BOCES) to provide a better continuum of opportunity for graduates of the secondary schools to pursue their career choice at the community college level. This should include provisions for advanced standing based on performance criteria where appropriate (Goal II)

Status: Recommendation Continued

Commentary: The Regents commend the progress being made in individual programs and institutions but encourage all postsecondary institutions with occupation programs to create genuine articulation policies with appropriate secondary programs, so as to assist all those who wish to continue to pursue occupational programs at the postsecondary level. The Regents charge the State Education Department with the tasks of (1) communicating fully their articulation position (as expressed in the Regents Position Paper, The Articulation of Secondary and Postsecondary Education) to all affected secondary and postsecondary institutions; (2) conducting a study of articulation policies, practices, and problems in selected occupational programs; and (3) reporting on the results of the study with suggested recommendation in the Regents 1976 Statewide Plan.

16. [administrative and program differentiation between the regular day programs and continuing education programs be eliminated. This should result in a "one-college" operation that allows individuals to differentiate their own pace and pattern for further education.] In continuing education, postsecondary institutions should cooperate in the region to: eliminate administrative and program differentiation between regular day programs and continuing education programs; eliminate duplication of offerings; make maximal use of available facilities and qualified faculty; insure that nontraditional offerings are available to those adults needing them; guarantee transferability of credit; accelerate the acquisition of necessary credentials; and provide financial aid as needed and warranted (Goal I)

Status: Recommendation Amended and Continued

Commentary: The Regents recognize the need to upgrade and expand the continuing education opportunities available to adults in every region of the State. In the current era of technological innovation and advancement, many adults find a need to redirect or reinforce their previous academic and

vocational training to improve their marketable skills. Some continuing education students find it difficult, however, to transfer their credits into regular day programs within the same institution. This situation inhibits vertical mobility of the student and may give continuing education students feelings of inferior academic preparation. Additionally, institutions within the same planning region need to cooperate in the development of continuing education programs to avoid wasteful duplication of programs and resources. The Regents are encouraged by successful operations such as the Cooperative Project to Improve Continuing Higher Education in the Northeast Region. The communication and coordination of continuing education programs provided by the Project, which involves collegiate institutions banding together to promote each other's continuing education programs, represent a working model for others to observe. Other notable efforts are being made within the various continuing education projects being federally funded by Title I of the Higher Education Act of 1965. To improve the academic and fiscal viability of continuing education programs, the State Education Department is conducting a study of adult education and will continue to assist in the planning and coordination of all continuing education programs in the State. The Department will report on the results in the Regents 1976 Statewide Plan.

17. State University reassess the six agricultural and technical colleges (Goal II)

Status: Recommendation Continued

Commentary: In their 1972 Statewide Plan, the Regents requested the State University to reassess the six agricultural and technical colleges within a suggested topical framework. Though no specific assessment report has been submitted, the Regents note that the State University in its 1974 Progress Report reaffirms the ". . . important dual mission of the agricultural and technical colleges." According to the University, these colleges offer broad range of technical and vocational programs as well as lower division programs in the liberal arts and sciences, business administration, and engineering science. The Regents are concerned that the growth of the agricultural and technical colleges in both programs and facilities may be blurring their original mission and causing duplication of offerings with the community colleges. They recommend continuance of the recommendation pending receipt and study of the State University assessment report, and reemphasize their 1972 Statewide Plan statement: "The Regents feel that the primary role of these [agricultural and technical] colleges is to provide quality occupational education programs when they do not exist in a community college or when admission to a local community college is not possible."

18. planning be undertaken to determine the best utilization schema for the [urban centers and the cooperative college] educational opportunity centers in the State. Particular attention should be paid to the mission, role, functions, and clientele of these institutions as well as the role played by private colleges [now cosponsoring cooperative college centers] and to the differing conditions in various urban settings. (Goal V)

Status: Recommendation Amended and Continued

Commentary: The State University of New York, pursuant to statements in its 1972 Master Plan, has created a new entity—Educational Opportunity Centers—by merging the former urban centers and cooperative college centers. According to the State University, the new centers will provide information about postsecondary educational opportunities and sources of financial aid, will assess students' ability to succeed in college, and will refer students to colleges having enrollment opportunities. It is the Regents view that the newly created Educational Opportunity Centers should maintain the best essential ingredients of the two earlier entities, the urban centers and the cooperative college centers. To do that, centers must maintain programs of occupational preparation and in some locations expand them significantly, concurrently providing services and information for students seeking to enter a postsecondary program. The State Education Department will work with the State University in developing an evaluative program to determine the effectiveness of the centers in terms of their stated mission, role, function, and clientele served.

19. expanded programs of occupational education in the urban centers be effected as soon as possible. This should result from careful planning and assessment of the needs of people, employers, and society (Goal IV)

Status: Recommendation Discontinued

Commentary: The merger of the urban centers with the cooperative college centers modifies the context of the recommendation. The State Education Department will incorporate the intent of the recommendation within the evaluation program recommended in the statement of progress for recommendation 1A.

20. legislation be enacted to accomplish the following:

a. the expansion of the role of the (community) college to include the authority to administer the budget of the college once it is approved by local sponsors

b. the reconstitution of local service areas for community colleges along lines that will more adequately reflect population densities rather than political boundaries. Pending the reconstitution of local service areas, establishment of new community colleges should be curtailed. [The Regents are aware that forecasted demands for adequate educational services in urban areas may require that new community colleges or new campuses of existing community colleges be created by 1980]

c. the jurisdiction of The City University over the community colleges in New York City locally sponsored by the Board of Higher Education (Goal II)

Status: Recommendation Amended and Continued

Commentary: The State University of New York proposed legislation which would have accomplished 20a and 20b, but the bill was not acted upon by the 1974 Legislature. The City University of New York proposed a bill related to recommendation 20c which was passed by the 1974 Legislature but not approved by the Governor. The Regents restate their support for these recommendations and urge the 1975 Legislature and the Governor to approve related legislative proposals which are expected to be resubmitted that year.

21. a regional examining center be established in the northeast portion of the Nation to serve as a "credit bank" for those who have studied in whole or in part by nontraditional means (Goal II)

Status: Recommendation Accomplished

Commentary: The Regents note the increasing interest expressed by other states in this area. In response to this need, the Regents established the Regents Credit Bank, as part of the External Degree Program to evaluate—in terms of college credit—traditional and nontraditional learning for anyone who wishes to establish a single permanent academic record of his college level accomplishments. The Regents recommend a continuation and expansion of their Credit Bank and examining center mechanism to provide postsecondary educational opportunity to all, regardless of how knowledge has been obtained by the enrollee. The Regents also support these mechanisms as a stimulus to enrollments at traditional institutions of higher learning and urge the continued extension of its utilization in this manner.

22. collegiate postsecondary institutions in the State work together and with the Regents to encourage and recognize independent learning on the postsecondary level [whether such learning takes place on their individual campuses or not] wherever such learning takes place (Goal V)

Status: Recommendation Amended and Continued

Commentary: Significant progress has been made toward meeting this recommendation by The City University and by the private colleges. The State University has also made progress in this area, especially through Empire State College. The extent of progress at other State University units is difficult to measure because of lack of data. Most colleges recognize proficiency examination results and educational courses and tests offered by the military, and a small but growing number recognize course work offered by industry, government agencies, and the like. Nevertheless, the absolute numbers of students so recognized remains small. Colleges will have to expand their recognition of such learning and actively make their policies known to their constituencies.

The Regents can help essentially by offering services to colleges through its College Proficiency Examination Program (CPEP) tests and its evaluation of courses in business and industry and other agencies, also in the collection and dissemination of information on all learning experiences to individuals who may be interested in them and to institutions of higher learning which may make use of them. The new Regents Credit Bank also has a role to play in this regard. Large efforts must still be expended to

insure that many more people and institutions benefit. The Regents will continue to work with colleges to recognize postsecondary learning which takes place off the campus, and they will help to stimulate such recognition through the collection of information on nontraditional education, the expansion of the College Proficiency Examination Program, and in other ways. The Regents will do so in order to benefit individuals who learn outside of the traditional modes, the colleges which might wish to grant credit for such learning and thus stimulate their enrollment, and society as a whole, which is increasingly and rightly concerned with cost-effectiveness and nonduplication of programs in education.

23. collegiate postsecondary institutions initiate broader programs of independent study for regularly enrolled students, particularly in introductory level courses (Goal V)

Status: Recommendation Accomplished

Commentary: The progress reports submitted by the State and City universities and the private colleges indicate that a substantial number of institutions are successfully extending independent study as an option to lower division students. Enrollments in these options increased from 7,800 to 12,400 between 1970 and 1973, an increase of 59 percent. The fiscal savings resulting for institutions and the academic flexibility afforded students warrant further consideration of this recommendation by other institutions, where appropriate to their mission and programs.

24. the public and private collegiate postsecondary institutions expand the scope and the variety of such new departures as the State University's Empire State College and Syracuse University's bachelor of arts in liberal studies (Goal V)

Status: Recommendation Continued

Commentary: Progress on this recommendation has been spectacular in the short time available for its implementation. For established institutions to launch radically new patterns of educational delivery is difficult for a number of reasons: (1) the time and effort required to move traditionally oriented faculties, highly conservative, to different systems; (2) the economic restraints imposed by times of fiscal difficulty; (3) the fear of failure inherent in radical experiments such as the now defunct Bensalem College of Fordham University. It is easier for new institutions to embark on innovative designs such as Empire State College than it is for established institutions, and in these times of fiscal uncertainty, the climate is not congenial to new institutions.

But, in spite of these impediments to experiments of a radical nature, there has been significant progress. There are the weekend colleges of C. W. Post College and Pace University, the modified external degree programs of New York Institute of Technology, the major off-campus operations of the College of New Rochelle.

In view of the considerable progress still to be made in this area, this recommendation is being retained.

25. the State support expanded offerings in the College Proficiency Examination Program to undergird the Regents external degrees and to meet pressing needs for validation of college-level independent study in crucial areas of societal concern such as [police science,] criminal justice, reading instruction, and the allied health fields. (Goal V)

Status: Recommendation Amended and Continued

Commentary: The State Education Department's College Proficiency Examination Program has and will continue to develop and revise examinations in general subject matter areas in support of the Regents External Degree Program and in the cited areas of pressing societal concern. All test development is carried out in cooperation with the faculties of institutions of higher learning in the State, and examination results may be applied to meet External Degree requirements. Continued development is needed so that practitioners in important service fields may achieve the level of formal and certified training necessary for the effective discharge of their vocational endeavors.

26. the State explore, evaluate, and publicize—for those who either choose to or must study on their own—the noncollegiate learning experiences available through The University of the State of New York. These include libraries, museums, proprietary schools, industrial training programs, and home study materials delivered through the various technologies, all of which constitute an unrealized part of the educational resources of the State (Goal II)

Status: Recommendation Continued

Commentary: The State Education Department is conducting a number of projects which will implement this recommendation, including: (1) the development of a systematic approach to the formal learning experiences sponsored by organizations whose primary focus is not educational; (2) a survey of nondegree-granting educational institutions to identify those which are postsecondary and to develop mechanisms to incorporate these institutions into the postsecondary planning process; and the administration of federally funded continuing education projects currently under way in four Regents regions to assess and publicize the postsecondary continuing education resources in each region. One such project, the Center for Life-Long Learning in New York City, is a promising venture which provides a switchboard service to inform adults of various postsecondary programs and related areas such as aid and transportation. As the above projects are still in various stages of implementation, the Regents will develop a comprehensive report for the Regents 1976 Statewide Plan.

27. the possibilities of establishing an interstate regional examining center to evaluate postsecondary learning experiences and to award course credit for appropriate collegiate learning be explored (Goal II)

Status: Recommendation Discontinued

Commentary: The intent of this recommendation will be accomplished through implementation of recommendation 21.

28. every effort be made to balance expenditures with income in the development and administration of programs to validate independent study on the collegiate level (Goal II)

Status: Recommendation Accomplished

Commentary: The Regents delete this recommendation from further statewide plan consideration, noting that it continues to be utilized as a program objective by institutions as they validate independent study experiences. Participating institutions and the State Education Department all have launched programs which are financially self-sustaining.

29. counseling services in both secondary and postsecondary institutions be expanded to provide full advice concerning the options of study available to the student (Goal IV)

Status: Recommendation Discontinued

Commentary: The Regents have addressed the issue of improving counseling services in their statement on recommendation 13. They acknowledge the critical need to include the secondary educational institutions in any attempt to upgrade student counseling and urge that secondary institutions continue to improve their counseling function, also that school administrators allocate a higher resource priority to their student counseling offices.

30. colleges consider the careful development of 3-year curricular options for qualified students in appropriate fields. Institutions contemplating 3-year baccalaureates should, however, thoroughly rethink the nature of the curriculum and take care not to unduly imbalance the curriculum in favor of specialized work in the major (Goal II)

Status: Recommendation Accomplished

Commentary: The Regents are encouraged by the responses of the higher education community toward the achievement of this recommendation. Enrollments in early admission and time-shortened degree programs between 1971 and 1973 increased 214 percent, from 1,213 to 3,940 students. Within the State University, the 3-year baccalaureate program at Geneseo is the largest in the Nation, and its well-executed design may prove to be a model for other institutions. Though this recommendation is deleted from further statewide plan consideration, the State Education Department will continue to implement it as part of the activities outlined in the Regents Position Paper, The Articulation of Secondary and Postsecondary Education, and in recommendation 10 of the 1972 Statewide Plan.

31. institutions be encouraged to develop early admissions programs which would give full college credit for accepted achievement (Goal II)

Status: Recommendation Accomplished

Commentary: There appears to be fairly widespread acceptance of the State Education Department's Early Admissions Guidelines, which encourage the collegiate enrolling of high achievement high school students, as indicated by the early admissions participation of nearly 100 colleges. Enrollments in these programs increased by more than 2-1/2 times between 1971 and 1973. The Regents encourage the continued implementation of this recommendation per the direction outlined in their Position Paper, The Articulation of Secondary and Postsecondary Education.

32. article 13 of the Education Law dealing with Scholar Incentive Awards be amended in two ways:

a. to assure that payment awarded to students be based on credit hours taken, to enable needy part-time students to qualify

b. to extend the number of semesters a student may receive scholar incentive awards from eight to 10 for a student pursuing a baccalaureate degree and from four to five for a student pursuing an associate degree (Goal I)

Status: Recommendation Continued

Commentary: The Regents believe that rising costs and increasing student needs necessitate periodic expansion of the State's Student aid program. After careful consideration of the needs of students and the pertinent fiscal priorities, the Regents submitted to the 1974 Legislature a student financial aid proposal. The Legislature enacted a highly similar program. Part "b" of the above recommendation is included in the new Tuition Assistance Program for students enrolled in remedial programs. The financial aid needs of part-time students persist. The Regents have recommended in this report that the provision in the Tuition Assistance Program which limits awards to full-time students be expanded to include part-time students.

33. all higher education institutions in New York State, according to their financial abilities, plan to expand enrollments of minority group students, over and above opportunity program students, and to submit corroborative data to this effect (Goal I)

Status: Recommendation Continued

Commentary: Remarkable progress has been made toward the enrollment of minority students in college, according to the latest statistics available. In 1970, the United States Bureau of the Census figures for the normal college-going population, ages 18 through 24, showed that 14.1 percent of all New York State residents in this age group were nonwhite. In 1972, 13.6 percent of all undergraduate enrollees in New York State units of higher education were nonwhite. In that year, in The City University

of New York 36 percent of its undergraduate population was nonwhite. In private colleges 8.6 percent was nonwhite, in the State University of New York 7.5 percent. As reported in Section I of this document, in the fall of 1973 ethnic minority freshmen represented over 16 perent of the total full-time freshmen reported by the three major higher education sectors in their respective progress reports. The major question yet unanswered is the percentage of nonwhite students in the mainstream. The City University did not report the number of nonwhite students enrolled in opportunity programs. The State University system has increased its nonwhite population, but it appears that it utilizes the opportunity programs as its vehicle. The percentage of nonwhite in the regular State University programs has decreased, whereas the nonwhite percentage for opportunity programs has increased. The private colleges have increased their minority enrollments and have decreased the percentage of nonwhite students in opportunity programs, at the same time increasing the percentage of nonwhites in the mainstream.

The Regents are encouraged by the progress made toward achievement of this recommendation. However, they also recognize that more information is needed to determine the long-term adequacy of the progress reported. Thus, they continue the recommendation and will request and analyze pertinent information from the sectors in the Regents Bulletin for the Regents 1976 Statewide Plan.

34. colleges and universities in the State consider their responsibility to those citizens of the State who are unable to go where educational services are traditionally provided [including the rural poor, prison employees, prison inmates, and other personnel with restricted assignments,] (such as the rural and urban poor, the elderly and hospitalized, and prison inmates), and create programs and courses that are appropriate for and geographically available to the people

Status: Recommendation Amended and Continued

Commentary: The Regents External Degree Program, the College Proficiency Examination Program (CPEP), Higher Education Opportunity Program (HEOP), University Without Walls programs, and extension courses provided by private and public collegiate institutions are indicators of movement toward achievement of this recommendation. Recent legislation permits the State Dormitory Authority to allow use of dormitories by elderly people. Also, approximately 2,000 prison inmates are enrolled in programs on college campuses. Much still needs to be done, however, in extending educational services so as to bring costs down to realistic levels for the poor and provide more options for institutional paraprofessionals, inmates, and, especially, the confined elderly. This recommendation has the potential effect of bringing equal access to the last major by-passed group of residents in the State. The State Education Department will seek to being the improvement of such services by developing new postsecondary educational approaches for inmates of correctional institutions, military personnel, and others as part of its 1975-76 priority programs.

35. enrollment in all opportunity programs [increase to 45,000] stabilize at 30,000 in 1980 to increase opportunity for minority groups while providing balanced minority enrollments in opportunity and [nonprofessional] regular programs. The Higher Education Opportunity Program (HEOP) [program] should be expanded to [12,000] 8,000 students by 1980 to insure adequate representation in the private sector (Goal I)

Status: Recommendation Amended and Continued

Commentary: In 1973, there were 9,279 first-time, full-time opportunity students enrolled by the three collegiate sectors in their respective progress reports. In the fall of 1973, there were approximately 29,000 full-time undergraduate opportunity students attending institutions of higher education in New York State. Therefore, the Regents projection of 45,000 opportunity students by 1980 appears unrealistic, as does 12,000 HEOP students by 1980 when there are only 5,300 enrolled students in 1973.

In light of enrollment trends and population figures, it is more probable that by 1980 there will be 30,000 opportunity students with 8,000 HEOP students.

GRADUATE AND PROFESSIONAL EDUCATION

36. all currently authorized master's programs be reviewed (Goal III)

Status: Recommendation Discontinued

Commentary: This recommendation has been merged with recommendation 37.

37. all currently authorized master's programs be reviewed for their strength from primarily the standpoints of program purposes and accomplishments, and secondarily student needs and institutional goals and resources. Institutions should withdraw those programs which, upon evaluation, prove to be (a) inactive or underenrolled, (b) of marginal quality and which cannot be strengthened by sharing resources with other institutions, and (c) below the minimum standards set by Commissioner's Regulations (Goal III)

Status: Recommendation Amended and Continued

Commentary: The State Education Department's study Master's Degrees in the State of New York 1969-70 confirmed that New York State shared the national malaise in that several serious qualitative deficiencies were identified. To correct the situation, the Department is evaluating every master's program in the State and recommending termination of inferior programs. To date, the evaluation of master's programs in nine colleges has been completed. As a result, several programs may be recommended for deregistration, and some may be conditionally reregistered. The Regents encourage the Department to continue its evaluations, and to accelerate its timetable so that the results of the total project can be reported in the Regents 1976 Statewide Plan.

38. additional institutions not offer master's programs unless the circumstances are most unusual or the program is a cooperative venture. Those institutions already authorized to offer master's programs should (a) define the primary objectives of current or new programs, (b) make explicit the practices which will enable students to achieve them, and (c) periodically verify the need for these programs. Quality and effectiveness in meeting student needs should be both the goal for developing new programs and the prime consideration in assessment of ongoing programs. (Goal III)

Status: Recommendation Amended and Continued

Commentary: As indicated in the sector progress reports, processes for adding new master's programs at most institutions are somewhat better than those for phasing out old ones. There has been a decrease in the number of master's programs registered over the past two years. There were approximately 40 applications in 1971-72 with 34 programs registered. In 1972-73, there were approximately 25 applications and 17 registrations (exclusive of those programs leading to professional licensure or certification). There is also some evidence that programs which do not meet definite needs are being phased out by institutions, although the reasons seem to be more related to fiscal than academic reasons. Of the total number of master's programs examined at nine private colleges in 1973 by the State Education Department, determinations have been made to recommend discontinuance of 8 percent of the programs. The Regents are encouraged by this progress and urge continuance of the recommendation so as to reexamine sector response in the Regents 1976 Statewide Plan.

39. wherever possible, the purposes of professional certification and licensing be separated from those of general master's degrees. A master's program which is required as part of professional certification requirements or which serves as an introductory level for a higher degree should be a detachable program with goals and an integrity of its own (Goal III)

Status: Recommendation Continued

Commentary: The Regents note that the State Education Department's current study of options to permanent teacher certification which are not restricted to graduate study and the Department's ongoing study of individual master's programs are promoting the achievement of this recommendation. Since these efforts are still in the initial phases, the Regents urge a continuance of the recommendation. The State Education Department will report on its study findings in the Regents 1976 Statewide Plan.

40. [academic advising facilities be equally available to all categories of master's students, whether they attend college in the day or evening, in summer or regular sessions, are part-time or full-time students, or are matriculated or nonmatriculated students] master's and doctoral students have academic advising facilities and services which are of high quality and conveniently available to all categories of graduate students—whether or not they matriculate, attend college

in the day or evening, attend college in summer or regular sessions, or are enrolled for part-time or full-time work. The goal of such planning is coherent study which is clearly relatable to programmatic and/or personal objectives (Goal III)

Status: Recommendation Amended and Continued

Commentary: The current assessment of master's programs being conducted by the State Education Department indicates that, within individual institutions, little change has occurred in the quality of advisement, according to students responding to questionnaires. The Department, in its evaluation visits, has been recommending changes in the structure of advisement that should help without increasing cost appreciably. One mechanism which promises some success is the centralization of responsibility for advising in the Graduate Dean's office with the appointment of one person to do all general advisement outside of theses supervision. This method is one which may not be appropriate to all departments at all institutions, but which graduate institutions might consider. The State Education Department will continue to recommend changes in graduate advisory services as the review of master's programs continues, and it will report on the measurable results of these efforts in the Regents 1976 Statewide Plan.

41. institutions find appropriate ways to evaluate their efforts in master's education through followup studies of graduates' continuing education and career development, analysis of reasons for students' withdrawal from programs, testing of graduates, investigation of intangible factors, visits by external reviewers, and joint reviews with employers of the effectiveness of their graduates' education (Goal III)

Status: Recommendation Continued

Commentary: Progress has been made in developing evaluation systems at both the State University and City University systems. More careful consideration is being given to adding new programs as well as to intensive review of ongoing progress. The evaluation process developed by The City University apprears appropriate. This institution considers objectives, quality of curricula, need, and resources. Similarly, the process developed by State University appears adequate. However, since it has not been completely implemented, it is too early to determine how successful it will be in meeting the statewide plan recommendation. In the private sector, there is no single process. A great deal of variety in the approach to the recommendation is evident. The most comprehensive procedures seem to have been developed by the engineering and technical schools. From the rather limited information submitted by the Commission on Independent Colleges and Universities it was, however, almost impossible to make a judgment about the validity of the processes being developed, although all of the colleges cite the fact that they have an evaluation process.

The Regents continue this recommendation because institutions need to continue their efforts to define their objectives in graduate education and verify the need for their programs. The State Education Department will continue to assist institutions by both consultation and evaluation, and will continue its efforts to develop continuous self-assessment systems for

all institutions in the State. In that way, institutions, with the assistance of external consultants, will be able continually to appraise the performance of their academic programs.

42. a pilot program be initiated based on the concept of the engineering development program to provide a new option for post-baccalaureate training for engineering personnel (Goal IV)

Status: Recommendation Discontinued

Commentary: Through a series of discussions between the State Education Department and interested institutions (colleges, industrial corporations, etc.), the logistics of a pilot engineering development program have been developed. The major obstacle to implementation is the need for adequate initial funding; once the program is underway, it should be financially self-sustaining. The State Education Department is actively investigating possible sources of funding and will issue a separate report describing the characteristics and results of the pilot program once it has become established.

43. the current Joint Committee on Professional Practice of the New York State Boards for Medicine and Nursing pursue the delineation of the appropriate relationships in practice among the physicians, the physicians' associate, the specialists' assistant, and the registered professional and licensed practical nurse (Goal IV)

Status: Recommendation Continued

Commentary: The Joint Committee on Professional Practice of the New York State Boards for Medicine and Nursing has been meeting regularly to focus initially on the delineation of relationships between the physician and the registered professional nurse in a primary role. Consideration has been given to defining titles, roles, and scope of practice of the nurse in primary care. A review was recently conducted of selected educational programs in the State which are preparing nurses for these "extended roles." Recognizing that at the very least the Joint Committee on Professional Practice provides a framework for discussion of the efficient utilization of health care personnel, and that the members of that Committee can serve both as advisors to the Regents and as a sounding body for ideas generated by State Education Department staff, the Regents urge the Committee to continue and accelerate its work. The Regents also expect the Committee to provide them with a report and specific recommendations in time for Regents consideration in the development of the Regents 1976 Statewide Plan.

44. the medical and dental schools of the State report, by June 1, 1973, the further steps they are taking to increase their educational output (enrollments and degrees) and to improve the effectiveness and efficiency of health care delivery, through measures such as program innovation, curriculum redesign, and continuing education opportunities (Goal IV)

Status: Recommendation Accomplished

Commentary: The recommendation has been achieved with the submission of reports by the medical and dental schools of the State. Although most respondents indicated that the uncertainty surrounding the continuance of federal financial support hindered their expansion plans, several areas of potential program innovation were cited as means for increasing educational output. These included: year-round operation; day and night classes and clinical training schedules; increased utilization of audio-visual devices as learning assistors for basic science core course work; modification of clinical training to emphasize primary care; and 6-year B.A.-M.D. programs in cooperation with nearby collegiate institutions. The medical institutions' reports are currently being utilized in the study of medical manpower needs being conducted by the Regents Task Force to Study the Supply and Distribution of Physicians. The task force was created by the Regents in the summer of 1973 to study the shortages of trained health personnel and to make specific recommendations by June 1974. The task force, consisting of representatives of the medical schools of the State, the State Health Department, the State Health Planning Commission, the State Education Department, the State University of New York, and other pertinent agencies has established a vital working relationship among the broad array of participants. Its initial findings were the basis for a 1974 legislative proposal by the Regents which resulted in modification of the programs of aid to private medical and dental schools. The Regents will propose specific recommendations for improving the supply of various health personnel as the work of their task force progresses. These recommendations will become the basis for future legislative program proposals by the Regents and a statement in the Regents 1976 Statewide Plan.

45. the State and Federal governments approve appropriate incentive plans for all health care personnel that will guarantee a more equitable distribution of these professionals throughout the State (Goal V)

Status: Recommendation Discontinued

Commentary: Because of a dearth of consistent data on health care delivery, as well as a continuing need for a firm national policy, there has been little concerted implementation of this recommendation. The Regents are encouraged by the recent Executive and Congressional interest in this area. As indicated in recommendation 44, the Regents task force on physicians has provided the basis for current medical and dental school State aid programs. Additionally, the Regents Medical Scholarship programs provide student assistance both for medical students who will provide service to designated areas of physician shortages subsequent to their graduation, and, at a lesser rate, for other medical students. The task force and current aid programs continue to provide a framework for further investigation of incentive plans to improve the distribution of health care personnel in the State. The Regents look with anticipation toward the recommendations of their task force and pledge to utilize judiciously its recommendations in formulating future plans for action to the health care delivery system of the State.

46. further plans in the health professions area be considered in relation to the recommendations of the New York State Health Planning Commission at such time as its report is made available (Goal IV)

Status: Recommendation Discontinued

Commentary: The Regents Task Force to Study the Supply and Distribution of Physicians, which includes in its membership a representative of the State Health Planning Commission, is utilizing the past and current findings of the Commission as the basic framework for continuing its own investigation of the various aspects of health personnel training and distribution. The Planning Commission has been instrumental in the computerization of large amounts of heretofore unavailable current and detailed information on registered health professionals in the State. The Regents expect that their task force, until it completes its report, will continue its close working relationship with the Planning Commission. The State Education Department will continue its cooperation, and the combined energies of the two should go far toward the successful implementation of programs proposed to overcome the myriad of problems confronting the health care system of the State.

ENROLLMENTS AND DEGREES

With respect to enrollment goals:

47. that the projections for full-time undergraduate enrollment shown in table 3 be approved as the basis for planning in order that the Regents enrollment objectives be achieved. However, because of the uncertainties associated with the projections, especially with respect to the need for a new financing arrangement, the Regents approve undergraduate enrollment goals for the State and City Universities only through 1975 and defer action on the goals for 1980.

Status: Discontinued

Commentary: Section II, pages 27 through 47, of this report contains an indepth discussion of enrollment projections complete with a new Regents recommendation for full-time undergraduate enrollment. This recommendation supersedes the foregoing recommendation.

48. that the projections for full-time graduate enrollment in table 3 be approved for long-range planning, but the Regents defer approval of the enrollment goals pending their action on the "Report of the Commission on Doctoral Education."

Status: Discontinued

Commentary: Section II, pages 27 through 47, of this report contains an indepth discussion of enrollment projections complete with a new Regents recommendation for full-time graduate enrollment. This new recommendation supersedes the foregoing recommendation.

49. new financial arrangements be developed to enable private institutions to meet the undergraduate enrollment goals in the master plan of the Commission on Independent Colleges and Universities (Goal II)

Status: Recommendation Accomplished

Commentary: The Regents recognize that the undergraduate enrollment goals for the private collegiate sector have been revised downward since the issuance of the 1972 Statewide Plan to reflect such factors as the recent decline in the birth rate and the leveling off of the college-going rate. A detailed discussion of these factors was developed in the report on undergraduate enrollment projections, entitled Projected Full-Time Undergraduate Enrollments for New York State through 1990, published and distributed by the State Education Department in the fall of 1973. (See also major issue statement on enrollments, this document, Section II. pp. 27-47.) In recognition of the valuable educational services and resources available to the citizens of the State from private colleges, the Regents successfully sponsored major legislative programs which will directly and indirectly assist these institutions. The 1973 Legislature modified the Aid to Nonpublic Institutions program to increase the amount of State aid received by private colleges for each degree awarded and to extend State awards to 2-year private colleges granting associate degrees. By 1974-75 the annual sum of aid provided by this program will increase to nearly $58 million. Additionally, the 1974 Legislature adopted a student aid plan, very similar to the Regents 1974 Student Aid Proposal, which increases the award levels and eligible family income levels of Scholar Incenctive Awards to college students. The student awards, based upon family income and tuition charged, will increase from a maximum of $600 to $1,500 for lower division private college students. These programs, in combination with such programs as the Regents Scholarship Program, the Regents Academic Chair Program, the Regents Aid to Nursing Education Institutions, etc., should provide considerable impetus toward the continued viability of private colleges and universities in the State.

50. State University accelerate the development for its senior campuses of admissions procedures that utilize other criteria in addition to high school achievement (Goal I)

Status: Recommendation Accomplished

Commentary: The intent of this recommendation was to encourage the State University to meet more effectively the educational needs of students from lower socioeconomic groups at its university centers. Previously, high cut-off scores had excluded this group from admission to the centers. It appears that, for various reasons, the University is lowering the entrance scores of admittants to its 4-year units, thus indirectly achieving the recommendation. The Regents urge the State University and its senior campuses to continue to investigate other than traditional factors in screening applicants, to overcome weaknesses which may be inherent in standardized tests. In depth interviews, diagnostic and personality inventory tests, and extra-scholastic histories are examples of supplemental factors which could be utilized in admissions screening. As stated in recommendation 1, pp. E-1, the State Education Department is monitoring successful efforts in this area.

51. mechanisms to be developed to enable private institutions to play a more vital role in meeting the educational needs of 2-year college graduates (Goal IV)

Status: Recommendation Accomplished

Commentary: The planning mechanisms for postsecondary education within the State Education Department have been expanded, and even more consideration has been given to the capacity of the private sector to accommodate the transfer demand of 2-year college graduates. This is exemplified by the April 1974 action of the Regents concerning the Long Island region, where consideration of the space and programs of the private sector were a critical part of the decision-making process regarding facilities and program expansion planned by the public sector. Other activities in this area include the recent articulation conference sponsored by the Association of Colleges and Universities of the State of New York and the record of contractual arrangements between sectors of higher educatior. The increase in student financial aid (the Tuition Assistance Program) and the increase in the Aid to Nonpublic Colleges program also exemplify ways in which the Regents have supported, and will continue to support, the private collegiate sector of the State.

HIGHER EDUCATION RESOURCES

In order to maintain and assure a plentiful source of qualified faculty for New York State's higher education institutions through 1980, the Regents recommend that:

52. all higher education institutions assure maximum remuneration and career advancement for excellence in the art and science of teaching (Goal III)

Status: Recommendation Discontinued

Commentary: The Regents reaffirm their belief that the ability to teach should be the prime factor in faculty assessment and promotion, and discontinue this recommendation only with the understanding that the spirit of it will be implemented through recommendation 59c. Thus, the processes of faculty evaluation, promotion, and retention established in the bylaws of an institution should emphasize maximum remuneration and career advancement for excellence in the art and science of teaching.

53. faculty members assume a major role in the implementation of innovations and flexibility in program design (Goal III)

Status: Recommendation Discontinued

Commentary: The Regents appreciate fully the role played by the faculty in the setting of departmental program criteria and recognize that innovation and flexibility of program design must be initiated by the faculty themselves. While this recommendation is being discontinued, the spirit of it will be implemented through recommendation 59b, which gives the responsibility for curriculum development and revision specifically to academic departments, departmental faculty, and the administration. The State Education Department will examine this faculty responsibility as it carries out its collective bargaining study referred to in the assessment of recommendation 59.

54. departments within higher education institutions consider the desirability of sharing faculty through regional joint appointments (Goal II)

Status: Recommendation Discontinued

Commentary: In light of recent experience, this recommendation is no longer considered feasible.

55. all higher education institutions in the State reassess their recruitment and promotion policies to assure that a truly diverse faculty be enlisted which will include qualified members of minority groups, women, and experienced practitioners from business, industry, and the cultural institutions of our society, and that they report their progress along these lines in their 1974 progress reports (Goal I)

Status: Recommendation Continued

Commentary: The State University of New York in its 1974 Progress Report noted that it had authorized establishment of a professional equal opportunity officer in and for the central administration, and that it has moved into a formal Affirmative Action Plan for implementation throughout the University system. Step One of the plan, a University-wide document detailing steps for preparation of campus plans, has been accepted by the U.S. Office of Civil Rights as meeting the requirements of Executive Order 11246. Step Two, the preparation and individual campus plans, is close to completion as 24 of the 29 state-operated campuses have submitted plans. Step Three, a composite University-wide plan, will be developed upon receipt of all individual plans. It should be noted that the community colleges, which function within a separate legal structure, have received the Step One document, advice on technical assistance. Many are now preparing their own Affirmative Action Plans. The progress report also noted that discontinuance of a policy restricting the appointment of close relatives has opened appointment to many more women whose husbands are members of the University staff. The University has confirmed that, in addition to its policies with reference to salary equity, a need exists to reexamine state finance laws with respect to granting of salary increases to rectify proven inequities. With regard to the utilization of experienced practitioners, the report noted that there are no formal prerequisites for selection of academic staff. A number of individuals with nonacademic qualifications have been appointed, especially in the creative and performing arts and in technical and vocational areas. The Regents commend the State University of New York for the overall progress it has made in the implementation of this recommendation. However, a more detailed accounting of the Affirmative Action Plans in the community colleges is desired. Noting the different legal structures under which the community college operate, the Regents suggest that a separate report of their implementation of recommendation 55 be included in the State University 1976 Master Plan.

The City University of New York affirmative action program requires the colleges and the central administration to develop affirmative action plans that address the causes as well as the conditions of de facto discrimination in employment against women and minorities. The policy directs that the choice be based on the candidate's demonstrated ability, basic qualifications and potential.

Recent developments relating to the status of women at the University are: (1) revision of the University's by-laws to include pregnancy, complications of pregnancy, and childbirth as temporary disabilities for which leaves may be granted on the same basis as other temporary disabilities to members of the instructional staff without impairing their tenure status, (2) open listing of faculty vacancies, (3) the nationwide distribution of recruitment aids, (4) collection and analysis of instructional staff data including gender, and (5) introduction of day care facilities for faculty and students at several of the colleges. Child care leaves, preserving prior service for tenure purposes, are also available under the by-laws for a full semester.

In spite of these efforts it is still noteworthy that for fall 1973, 31 percent of the full-time faculty were women, yet they only comprise 25.6 percent of the faculty in tenure bearing titles. Similarly while 14 percent of the full-time faculty are members of minority groups, only 9.6 percent of the full-time faculty in tenure bearing titles are members of minority groups. Because the City University has submitted only one year of data an analysis of the trend in faculty hiring practices is not possible.

The consolidated report for the private sector was prepared by the Commission on Independent Colleges and Universities (CICU). This report was the source doucment for the following progress report.

Progress toward the implementation of this recommendation, with the exception of the multiversities, has been extremely limited. Only nine of 60 4-year institutions responding had Affirmative Action Programs. Eight have an Affirmative Action Policy and one has an Affirmative Action Plan.

It should be noted that in some cases, institutions without formal Affirmative Action Program and/ or Plans do make a positive effort to recruit women and minority members. Some cite salary limitations and freezes on hiring as causal factors impeding progress. Some women's colleges claim a more than equal ratio of women. Among the 2-year colleges, only one of 13 responding reported a definite Affirmative Action Program. In regard to the employment of experienced practitioners, the majority of institutions utilize them, except for engineering and technical schools, where openings are limited. One institution noted that such persons are used as "exemplars of a field of experience." The Regents are concerned that after calling attention to the need for action in this area of equality of employment opportunity in the 1972 Statewide Plan and in the Progress Report Bulletin, little has been accomplished among private

institutions. The Regents concur with the conclusion in the CICU report, namely, that while a start has been made (to implement recommendation 55), the private institutions still have a long way to go.

The Regents conclude that, since (1) incomplete material was received from The City University of New York, (2) the progress of the private sector is minimal, and (3) the State University of New York is about to implement Step III of the Affirmative Action Plan, this recommendation be retained and all sectors be advised to report progress in their 1976 master plans.

56. faculty members assume that academic responsibility essential to academic freedom and that all higher education institutions establish procedures to assure faculty members due process of grievance when their academic freedom is challenged (Goal III)

Status: Recommendation Discontinued

Commentary: Since most, if not all, institutions in the State have grievance procedures that are generally outlined in each college's handbook or its collective bargaining contract, this recommendation has, for the most part, been accomplished.

57. guidelines for tenure, including goals and current faculty tenure proportions by faculty rank, sex, and ethnic identity, and procedures for the dismissal of incompetent tenured faculty be reported by all institutions in their 1974 progress reports (Goal I)

Status: Recommendation Continued

Commentary: The tenure position of the State University of New York is related to the question of tenure per se rather than tenure in terms of sex and ethnic identity. Those areas are dealt with in terms of the Affirmative Actions Plans reported in response to recommendation 55. The existing tenure statement has been reviewed and carefully studied by the University Faculty Senate, the Council of Presidents, the committee composed of academic vice-presidents, and the Central Administration staff. Deliberations are continuing, but the present policy is reflected in the Chancellor's statement on tenure which (1) reaffirms a tenure system, (2) rejects tenure quotas, and (3) proposes ways to meet the problems of limited positions in a period of static or no-growth enrollments. Examples of the latter are faculty retraining programs and early retirement incentives. The statistical material submitted by the University showed that the proportion of tenured full-time faculty to total full-time faculty increased from 45 percent in 1970 to 55.9 percent in 1973. This is within the ratio of 60-40, tenured to nontenured, deemed to be reasonable by the Regents in the 1972 Statewide Plan. Variations exist within the major categories. The community colleges, excluding those under the sponsorship of The City University of New York, reported an increase from 43.6 percent in 1970 to 66.5 percent in 1973. The data relating to tenure by sex and ethnic identity are for two reasons not meaningful: (1) the number of tenure-bearing titles is different from the number of persons tenured, and (2) except for the statutory colleges and the community colleges, all State University faculty positions are tenure bearing. Thus, the distributions reported are similar

to sex and ethnic figures for the total faculty. The sex distribution has changed from 22 percent female in 1970 to 24 percent female in 1973. The proportion of full-time faculty members that are minority members has increased by one percentage point, from 6 percent in 1970 to 7 percent in 1973. The Regents commend the State University for the steps taken to implement this recommendation in terms of the development of guidelines, and the Regents await a further report of progress in this area in the 1976 Master Plan. However, information regarding the community colleges should be presented, especially in view of the fact that the proportion of tenured faculty now exceeds the Regents concept of reasonableness.

Total full-time faculty at The City University of New York totaled 8,312 in the fall of 1973. Of that number 3,124, or 37.4 percent are tenured. Not all of the 8,312 full-time faculty are in tenure bearing titles, however; only 5,775 are in positions which can lead to tenure. Of the faculty in tenure bearing titles, 54.1 percent are tenured. This is well within the 60-40 tenured to nontenured ratio set forth by the Regents in their 1972 Statewide Plan, and enables the university to be flexible in its hiring patterns. Additionally, no individual unit at City University exceeds the Regents guideline. The Regents are pleased that the City University has not become overtenured.

The City University progress report made no mention, however, of guidelines or dismissal procedures being under development. Also lacking are data years prior to 1973 which makes trend analysis impossible.

The consolidated report of the private sector prepared by CICU did not mention the development of guidelines or goals for tenure systems. The presentation was an analysis of the statistical data reported on CICU schedules 2A, 2B, and 2C. In the private sector, the proportion of tenured faculty increased from 39.4 percent in 1970 to 46.9 percent in 1973. Variations exist within the various categories. All categories are within the 60-40 ratio deemed reasonable by the Regents. The distribution of tenured faculty by sex and ethnic identity is availabe only in terms of tenure-bearing titles. This does not mean that the faculty members have received tenure. Within this limitation, it is noted that in 1973 the percent of women in tenure-bearing titles more closely approximated the proportion of women in full-time faculty positions than in 1970. In 1970, 22 percent of the full-time faculty were women and women held 18 percent of the tenure-bearing titles. In 1973 women still represented 22 percent of the full-time faculty but held 21 percent of the tenure-bearing titles. The percent of minority members in tenure-bearing titles appears to be directly related to the percent of minority members who are full-time faculty members. For example, in 1973 minority members held 5.3 percent of the tenure-bearing titles and represented 5.7 percent of the full-time faculty. The private sector response to recommendation 57 as contained in the CICU Report is limited, as no mention is made of any specific institutional tenure guidelines or goals.

The Regents reaffirm recommendation 57 and will call for response to it again in the 1976 Master Plans of the three sectors.

58. institutions investigate ways to increase faculty productivity as one way to increase the utilization of institutional resources (Goal III)

Status: Recommendation Continued

Commentary: The State Education Department conducted a conference entitled "Faculty Effectiveness and Career Modification," designed to help institutions develop ways to increase faculty productivity. In addition, the State Education Department works continually with institutions in financial difficulty on an individual basis and suggests ways to improve faculty utilization as a means to achieve institutional solvency. Many institutions are in financial difficulty now, and others are expected to be in the future. This recommendation, therefore, will very likely acquire new urgency in the years ahead; thus it is retained for further statewide plan consideration.

59. faculty continue in its traditional role in academic matters in cooperation with the administration and that the following matters not be subject to collective bargaining:

a. Academic tenure should be awarded to individual faculty members according to the process set by the bylaws of the institution. It is a process which involves the faculty, academic departments, and the administration. Faculty should participate as an academic body and not as a collective bargaining unit

b. Curriculum development and revision should remain the responsibility of the academic departments, departmental faculty, and the administration of individual institutions

c. The processes for faculty evaluation, promotion, and retention should be provided for in the bylaws. The processes should not be defined by the terms of a collective bargaining contract

d. Student/faculty ratios and class size are and should remain a determination of the academic department and the administration

e. Administrative and/or academic organizational structure is a prerogative of the administration (Goal III)

Status: Recommendation Continued

Commentary: A conference was sponsored by the State Education Department in March of 1973, entitled "Collective Negotiations: Alternatives to the Industrial Model." The impact of collective bargaining on academic tenure and governance was discussed. Subsequent to the conference, all collegiate postsecondary institutions in the State that had negotiated contracts were requested to submit copies of their contracts to the Department. The contracts were analyzed to determine their compatibility with the five points raised in recommendation 59, and the results of the analysis, complete with recommendations for action, were then presented to the Regents in May of 1974.

The first recommendation of the report, to determine the relationship of the five points to the legislation governing collective bargaining in higher education (National Labor Relations Act and the New York Public Employee Relations Act), is now under study by the Education Department. As indicated in Section I of this document, a Regents position paper on collective bargaining will be developed subsequent to completion of the study and review by the Regents, this will provide guidelines to assist institutions in conducting collective negotiations. These guidelines will cite those items that are non-negotiable according to applicable statute. Thus, this recommendation is continued pending the Regents position paper and the subsequent inclusion of the guidelines in the Regents 1976 Statewide Plan.

60a. in the area of academic libraries, that where 3R's regions and higher education planning regions are not coterminous, effective interface be achieved by insuring that the Regents advisory councils in the higher education regions make full use of the expertise that has been developed in the 3R's Systems through their representation on these councils and the relevant task forces (Goal III)

Status: Recommendation Amended and Continued

Commentary: The Reference and Research Library Resources Program (3R's) facilitates the identification, location, and access to advanced library materials all over New York State. It is logical that the resources of this existing system should be available to task forces and regional councils in the State. For this reason, in the New York City region and in the Northeastern region, representatives from the 3R's System are present on task forces appointed by the Regents Regional Advisory Councils. This recommendation is continued so as to motivate newly designated Regents Regional Advisory Councils towards cooperative relationships with the existing 3R's System.

60b. in the area of academic libraries, that appropriate utilization be made of the resources of all types of libraries [—public, industrial, research, hospital and medical, and the museum libraries] that make up the membership of the nine 3R's Systems—to meet the regional postsecondary educational needs of the State (Goal III)

Status: Recommendation Amended and Continued

Commentary: By virtue of the regional aspects of the Reference and Research Library Resources Program (3R's), access to the resources of all types of libraries has been increased through the use of the interlibrary loan service. Additionally, several of the systems have begun to develop programs to ensure physical access to the various types of libraries through the use of universal cards. In order that this progress expand to all component libraries of the 3R's System, this recommendation is continued.

60c. in the area of academic libraries, that librarians be included on advisory committees related to higher education at State, regional, and institutional levels (Goal III)

Status: Recommendation Discontinued

Commentary: Librarians are now serving on statewide advisory committees to the Commissioner of Education, as well as various regional task forces, therefore this recommendation is viewed as having been accomplished.

60d. in the area of academic libraries, that the device of contract between 3R's Systems and regional associations of institutions of higher education be exploited (Goal III)

Status: Recommendation Discontinued

Commentary: Because the emerging function of the Regents Regional Advisory Councils is one of advisement, and not operational programs, this recommendation is being discontinued.

60e. in the area of academic libraries, that the higher education regions, jointly with the 3R's Systems, designate certain libraries [and/or collections of strength] as resource libraries that will be available to all students and faculty in institutions of higher education in the regions. [Such designated libraries should receive appropriate compensation for serving a regional role] (Goal III)

Status: Recommendation Amended and Continued

Commentary: There has been definite progress made towards this recommendation. Many libraries within universities in the State are open to students because of informal arrangements between participating institutions. This practice should be extended as much as possible.

60f. in the area of academic libraries, that every institution of higher education have a library that meets threshold adequacy as regards resources, staff, and facilities. Therefore, the Regents recommend in principle that the guidelines developed by the Advisory Committee on Long-Range Planning for Academic Libraries in New York State become the standards for all academic libraries in the State. While interlibrary cooperation through the 3R's Systems and regionalism is encouraged, it is recognized that the effective use of the concept of shared resources and facilities will be eroded if individual institutions do not have basic resources and facilities on site (Goal III)

Status: Recommendation Continued

Commentary: The State University of New York did not indicate whether its institutions meet threshold adequacy in resources, staff, and facilities; however, it reported on its projected collection growth between the years 1972-74. The City University of New York reported that its libraries are operating far below the proposed standards as a result of Open Admissions, and that "only City College exceeds these standards." The University points to the growth of its collection and the contract with the New York

Public Library to "provide special service to University faculty and doctoral students." The Commission on Independent Colleges and Universities reported that only the 2-year colleges, as a category, met threshold adequacy; but, it stated, "on the whole it is gratifying to note that a number of libraries recognized their deficiencies in one or more categories and are striving to improve the situation in spite of the fact that, for some, the budget problems are very serious." This recommendation should be continued. The guidelines developed by the Advisory Committee are appropriate for long-term budgetary planning and, as such, should be accomplished over a period of time. New institutions will need an especially longer period of time to achieve threshold adequacy in the various areas enumerated in the guidelines. Cooperative networks, such as interlibrary loan arrangements, would, of course, augment the basic collections of many institutions and so affect their adequacy rating.

60g. in the area of academic libraries, that academic institutions provide special library instruction and counseling for students needing [remediation] this assistance (Goal III)

Status: Recommendation Amended and Continued

Commentary: While students enrolled in the Higher Education Opportunity Program (HEOP) and in Search for Education, Elevation and Knowledge (SEEK) often have programs of library instruction built into their curriculum, the large majority of students in higher education also need library skills but do not receive such instruction. As a definite component of the achievement of the Regents goal of equalized educational opportunity, institutions need to extend library skills to the traditional as well as the opportunity program students.

60h. in the area of academic libraries, that effective use be made of all media [and instructional technology] including the development of an information retrieval and dissemination system [when such methodology serves program objectives] (Goal III)

Status: Recommendation Amended and Continued

Commentary: While most academic libraries in the State are well stocked with books, there exists a need to augment the library collection with a wide variety of nonprint resources which reflect the multifaceted media impact on information dissemination. Academic librarians should consider this recommendation as a planning goal when they structure their future library requirements.

60i. in the area of academic libraries, that as joint curricular development evolves, so should joint acquisitions programs be developed among institutions of higher education. This should be fostered through the ongoing joint acquisitions committees of the 3R's Systems (Goal III)

Status: Recommendation Discontinued

Commentary: Joint curricular programs have developed in the higher education institutional consortia functioning in the State, but not in the existing Regents Regional Advisory Councils, as these councils do not engage in operational programs. There are, however, cooperative acquisitions programs in the 3R's Systems that are ready to support joint curricular programs as they develop. Thus, this recommendation has been achieved.

60j. in the area of academic libraries, that the State enact legislation in support of the reference and research library [service as recommended by the report of the "Commissioner's Committee on Reference and Research Library Resources (1961)" and the] program as suggested in the "Major Recommendations of the Regents for Legislative Action [1972], 1974." Such legislation would provide support for the 3R's Systems and for State level programs including research collection development, NYSILL, etc. (Goal III)

Status: Recommendation Amended and Continued

Commentary: As the 1974 Legislature did not act favorably upon the Regents recommended funding support for the 3R's Systems, it is a Regents legislative priority area for 1975-76.

60k. in the area of academic libraries, that, in recognition of the vitally important role of the Research Libraries of the New York Public Library in the total [library] network of the State and of the key role the library plays in the support of academic library service including the State University of New York, The City University of New York, and the private colleges and universities of New York, the State increase its support for the Research Libraries of the New York Public Library [in order to enable it to continue and to strengthen its support services such as catalog and other bibliographic assistance to the academic and research libraries of the State] (Goal III)

Status: Recommendation Amended and Continued

Commentary: The 1974-75 Legislature provided $2,800,000 for the general support of such research libraries. This was much less than the Regents had requested. Expanded monetary support for the Research Libraries of the New York Public Library is regarded as basic to excellence in library service. This is so because it is the library of last resort in the New York State Interlibrary Loan Network and, as a major research library, it serves all other academic libraries on a statewide basis.

FACILITIES

61. comprehensive long-range facilities planning be continued at all levels in order to forestall the construction of new buildings when existing facilities can be altered to serve the same purpose at a lesser cost (Goal II)

Status: Recommendation Continued

Commentary: It is apparent that all sectors are aware of the need to guard against overconstruction. Most institutions have reassessed their enrollment figures and reevaluated their facilities needs. Many existing buildings have been altered to render more efficient service. Some have been razed. Excees facilities have been converted to other uses. For the most part new construction has been postponed and/or decelerated. Improved utilization of existing facilities is evident. The private sector should be especially wary of adding new space that cannot be justified by the replacement of old or unusable buildings. The State University is reexamining its enrollment projections and should determine its facilities needs based upon expected 1990 student levels. The City University should continue to replace rented buildings within the fiscal ceilings negotiated with the Governor's office. Based upon earlier estimates, the collegiate system of the State as a whole could conceivably increase the net square footage of nonresidential space available by over 30 million square feet between 1972 and 1980, an increase of 40 percent. Noting that full-time enrollments are expected to increase only 5.4 percent between 1972 and 1980 and, more importantly, will then decrease by 21.4 percent between 1972 and 1990, the Regents request each sector to strongly reconsider its construction plans. The Regents continue this recommendation and will reinvestigate facilities plans as part of the development of their 1976 Statewide Plan.

62. the Space Factors Committee continue to develop space factors that can be used to assess the amount of space available in the State, to determine how it is utilized, and to assess proposals submitted for approval of new facilities (Goal II)

Status: Recommendation Accomplished

Commentary: The Space Factors Committee developed a number of utilization factors which are used by all sectors in the determination of their facilities requirements. The State Education Department will continue to utilize these factors and will generate additional factors, as needed, for the Regents 1976 Statewide Plan.

63. the Dormitory Authority continue to exercise restraint in the authorization of new facilities construction [in the nonpublic sector], especially if they expand capacity, and that the Authority continue to seek the advice of the Commissioner regarding academic need (Goal II)

Status: Recommendation Amended and Continued

Commentary: The Dormitory Authority has cooperated with the Commissioner in intensifying the examination of the need for new facilities requested. Since 1971-72, the number of private college building projects approved and under construction has declined from 19 to 15 (as of June 18, 1974). The intent of this recommendation—to make the nonpublic sector aware of the no-growth situation facing it in the years ahead—must be continued and expanded to include the public sectors. As indicated in Section II of this document (pp. 27-47), enrollments are expected to decline dramatically in the 1980's and the impact upon facilities needs

will be significant. Thus, planning horizons should be shifted to 1990 for purposes of new construction. The Commissioner will continue to advise the Authority of the long-term planning implications of all proposed projects.

64. the State University of New York seek out ways to further improve space utilization of its facilities including year-round academic calendars and conversion of unused dormitory space of faculty office or instructional space (Goal II)

Status: Recommendation Discontinued

Commentary: Steady progress is being made in the implementation of this recommendation. Both the central administration and the individual institutions realize the need for utilizing facilities fully and the cost of maintaining facilities that are used only partially. Some dormitories have been converted to other uses, and many facilities are being used more intensively over a greater time span. Planned long-range construction focuses primarily on the completion of several new and emerging campuses and the Stony Brook Health Science Center. Remaining expenditures emphasize replacement or rehabilitation. The Regents delete this recommendation only with the understanding that new facilities planning will be undertaken on a statewide and regional basis to adjudge the long-term need of planned facilities expansion. They will utilize the results of this investigation as they decide upon specific master plan amendments. Additionally, the continued implementation of recommendations Nos. 61 and 63 will also serve to effect the intent of this recommendation.

65. The City University of New York identify individual senior college facilities priorities within these constraints:

a. that overall space of the senior colleges not exceed 100 net assignable square feet per full-time equivalent student

b. that no construction take place which is not a part of a master plan approved by the Regents and the Governor

c. that no more than $520 million be authorized for senior college facilities expansion prior to June 30, 1976, based upon estimates of university income available for construction and of appropriate outstanding obligations (Goal II)

Status: Recommendation Continued

Commentary: The City University has adhered closely to the constraints set forth in the Regents 1972 Statewide Plan. As this recommendation includes a funding ceiling of $520 million to be authorized for senior college facilities expansion up to June 30, 1976, the monitoring of this stipulation will be continued. Because of the cost associated with the construction of a new campus for Baruch College, it may be necessary to reconsider this ceiling. In the development of their 1976 Statewide Plan, the Regents will reassess the need for new facilities construction at The City University of New York.

66. private collegiate institutions reexamine their facilities plans, investigate ways to increase space utilization (including year-round academic calendars and conversion of unused dormitory space), and limit construction to essential projects (Goal II)

Status: Recommendation Discontinued

Commentary: The institutions in the private sector have, in general, slowed the construction of new facilities. The bulk of planned new facilities indicated in the private sector progress report are in the areas of classrooms, laboratories, and libraries at multiversities and universities in the State. Greater attention is being given to the renovation of older buildings. New uses have been found for many facilities, and there is considerable sharing of facilities and resources as the result of consortia. The Regents discontinue this recommendation only with the understanding that new facilities planning will be undertaken on a statewide and regional basis, utilizing revised enrollment projections through 1990 to adjudge the long-term need of planned facilities expansion. They will utilize the results of this investigation as they decide upon specific master plan amendments. Additionally, the continued implementation of recommendations 61 and 63 will also serve to effect the intent of this recommendation.

67. a student allocation model be developed which will identify alternatives for reducing the disparities among sector space utilization rates (Goal II)

Status: Recommendation Discontinued

Commentary: It appears that the various sectors are achieving this recommendation by implementing cross-registration programs, physical facilities rentals, and dual usage. Also, the Tuition Assistance Program recently passed by the State Legislature should effect more efficient facilities utilization by providing increased grants to students attending private colleges, thus improving the utilization of the relatively abundant space in this sector.

68. institutions design faculty assessment and reward devices that will encourage the growth of a faculty mix appropriate to the goals of the school and to its resources (Goal III)

Status: Recommendation Discontinued

Commentary: The intent of this recommendation will be accomplished through the implementation of recommendation 52.

69. institutions individually and jointly within regions review low enrollment courses and programs and take steps to eliminate or consolidate those that are not essential to the preservation of a unique academic character (Goal II)

Status: Recommendation Continued

Commentary: Efforts are under way in many of the regions to eliminate and/or consolidate programs. This effort has been spurred by the need of institutions in an inflationary economic climate to find ways to cut costs and yet maintain quality. Region-wide summer programs, cross-registration agreements, and faculty sharing are examples of cooperative efforts. For several years the Regents have requested that the Legislature allocate money for the various Regents Regional Advisory Councils to coordinate this effort. Until this allocation becomes a reality, cooperative efforts will necessarily proceed at a slower pace than desired.

70. institutions seek out and implement new ways of increasing faculty productivity and lessening the time required for learning; institutions consider reorienting schedules around a 12-month year and around the material content of courses; and that efforts be made to establish flexible devices for the recognition of nonconventional past learning. Institutions should have concrete steps in process in these areas for inclusion in the 1974 progress report (Goal III)

Status: Recommendation Discontinued

Commentary: The intent of this recommendation will be accomplished through the implementation of recommendations 22, 58, 64, and 68.

71. institutions critically review their administrative staffing and operational procedures to insure more efficient resource utilization with particular emphasis on facilities and equipment (Goal II)

Status: Recommendation Continued

Commentary: Within the State Education Department, the Office of Higher Education Management Services was created to assist individual colleges as they carry out a self-review process and develop ways to allocate their resources more efficiently. The Department has also sponsored a variety of conferences designed to help institutions increase their own accountability. This task is likely to be more necessary in the years to come in view of the high probability of stabilization and decline of enrollment, depressed financial conditions in many institutions, and intensified investigation of educational costs. Thus, this recommendation is continued.

72. the State recognize, with a resource reallocation, the contribution of the private sector in providing diverse types of educational opportunities; that the State take immediate steps towards lessening the differential in net costs to students of attendance at public and private colleges and universities (Goal I)

Status: Recommendation Accomplished

Commentary: In order that the private sector's contribution to the diversity of educational opportunity be sustained, the Regents submitted to the 1973 Legislature both a student aid proposal and a proposal to expand

the program of State Aid to Nonpublic Colleges. The 1973 Legislature adopted the latter proposal, but delayed action on the student aid proposal. In 1974 the Regents submitted a new student financial aid proposal to the Legislature which was ultimately adopted in a form very similar to that which the Regents had initially proposed. The resultant Tuition Assistance Program will make it possible for more students to attend an institution in the private sector. The State thus has an established policy of maintained tuition differentials between public and private colleges and universities. Subsequent to a complete analysis of the implications of the new aid program, the Regents will develop any legislation needed to supplement the existing program as a part of their 1975 legislative proposal and will comment on the student financial aid issue in the 1976 Statewide Plan. The intent of the foregoing recommendation is considered to be implemented through the expansion of the program of State Aid to Nonpublic Colleges and the Tuition Assistance Program, and is thus discontinued.

NONCOLLEGIATE EDUCATION

73. postsecondary educational programs be evaluated on their own merits, regardless of the type of institution offering them (Goal II)

Status: Recommendation Accomplished

Commentary: The action of the Regents, initiated in 1971, to grant certain proprietary schools the authority to award degrees in specifically approved programs may have contributed to an easing of the problem addressed by this recommendation. The solution to this problem may depend on the development of more adequate instruments for measuring the quality of educational program. The State Education Department is currently developing a system utilizing performance objectives, together with correlated test items, for all areas of education including occupational. These evaluation techniques may provide a basis for more objective evaluation of programs, regardless of the type of institution. The intent of this recommendation is incorporated into an expanded recommendation 74, and it is, therefore, discontinued.

74. [planning arrangements, both statewide and regional, involve the active participation of the noncollegiate sector] statewide and regional arrangements for the planning and coordination of education beyond high school should involve the full and active participation of the noncollegiate sector in order to meet the Regents goals for postsecondary education (Goal II)

Status: Recommendation Amended and Continued

Commentary: This recommendation has been expanded to include the content of recommendations 74, 78, and 79. For the first time the Regents, in their 1972 Statewide Plan, affirmed their commitment to the long-range coordination of all facets of the postsecondary educational enterprise, both collegiate and noncollegiate. Many activities are underway which illustrate support for this Regents commitment:

...The Regents Regional Advisory Council in New York City now includes representatives from all degree-granting institutions, including proprietary institutions

...Under a Federal grant, the Center for Lifelong Learning is now operating in New York City as a program referral service for students seeking postsecondary program information

...A survey to identify nondegree-granting institutions in New York State which provide education beyond high school is being carried out. A preliminary listing of these institutions appears in Appendix F, and a discussion of this newly incorporated sector can be found within the text under Goal II.

...The Higher Education Data Survey (HEDS) included for the first time in fall 1973 information provided by the degree-granting proprietary schools.

...Under the Vocational Education Amendments of 1968 (VEA), funds have been made available for the support of both degree and nondegree occupational education programs beyond the high school level, including programs conducted by public schools, Boards of Cooperative Educational Services (BOCES), and 2-year public colleges. This support has resulted in an ongoing process of cooperation and mutual planning among various State and local agencies responsible for these programs.

75. student financial aid programs incorporate additional provisions for adults who wish to continue their education beyond high school (Goal IV)

Status: Recommendation Continued

Commentary: The Regents believe the Tuition Assistance Program recently passed by the 1974 Legislature will increase freedom of access to postsecondary education for all. The legislation, however, is not specifically aimed toward persons who wish to continue their education beyond high school, unless they are able to attend full time. The Regents basically agree with the report recently released by the American Council on Education (Report of the Committee on the Financing of Higher Education for Adult Students) which stated that adult students are not receiving their share of student financial aid programs administered by government or educational institutions. The Regents maintain that in our technological society there exists an ongoing need to increase and/or refresh one's knowledge in a chosen field. Thus, the number of part-time older adult students will likely grow at a pace facter than any other type of enrollment (see Section II of this report).

76. students be permitted the choice of applying financial assistance to any postsecondary educational programs in the State, including noncollegiate programs (Goal I)

Status: Recommendation Accomplished

Commentary: The Regents recognize the need to increase postsecondary educational opportunity by providing sufficient financial assistance for those who wish to continue their education in any type of postsecondary educational institution. After careful consideration of the needs of students and the pertinent fiscal priorities, the Regents submitted a student aid program proposal to the 1974 Legislature, and the 1974 Legislature adopted a very similar program.

In their 1974 proposal, the Regents indicated that sufficient student aid should be available to students enrolled as full-time degree program matriculants in both traditional collegiate institutions and in degree programs in postsecondary business and occupational schools approved by the Regents, as well as to students attending certain nondegree-granting postsecondary institutions to which Scholar Incentive eligibility is now extended by Education Law. Subsequent to analysis of the impact of the revised student aid program, the Regents will formulate a revised position on student assistance as the basis for possible legislative program proposals in 1975 and 1976, as well as for reporting in the Regents 1976 Statewide Plan.

77. a comprehensive management information system be developed, generating compatible data on the current and anticipated status of all education beyond high school in the State concerning programs, enrollment and graduates, facilities and capacity, faculty, and finances (Goal II)

Status: Recommendation Continued

Commentary: The State Education Department is currently developing a comprehensive information system for all of postsecondary education, collegiate and noncollegiate, degree-granting and nondegree-granting, in an effort to coordinate all aspects of post-high school educational activity in the State. The target date for the initial implementation of the information system is fall 1975.

78. collegiate and noncollegiate institutions establish cooperative relationships with each other and the world of work for their mutual benefit and for the benefit of students in choosing combinations of study and work activities (Goal II)

Status: Recommendation Discontinued

Commentary: The intent of this recommendation has been integrated into recommendation 74.

79. formal borderlines between collegiate and noncollegiate postsecondary education be erased through the development of a comprehensive system of postsecondary education that involves no distinction in status (Goal II)

Status: Recommendation Discontinued

Commentary: The intent of this recommendation has been integrated into recommendation 74.

Appendix F

Progress Towards the Regents Recommendations - 1964 and 1968

The following is a listing of those recommendations, made by the Regents in their 1964 and 1968 statewide plans, which are being continued as viable and as yet unachieved. A rationale for continuance follows the recommendation statement, and the recommendation is restated in the text of this document within the appropriate Regents goal. The recommendation numbers are as they appeared in the 1964 and 1968 statewide plans. Deleted segments of recommendations are bracketed [ ], while added segments or added related recommendations are underlined.

I. RECOMMENDATIONS CONTINUED FROM THE 1964 STATEWIDE PLAN

12. **the State Education Department make a special study of the programs and costs carried by students entering other types of specialized post-high school institutions (business schools, single-purpose technical schools, etc.) to determine whether the State should provide some form of financial assistance to students to such institutions (Goal I)**

Commentary: As indicated in the assessment statements for recommendations 75 and 76 of the 1972 Statewide Plan (see this document, appendix E, pp. 38-39), the Regents proposed a student aid program to the 1974 Legislature, which enacted a very similar program. The financial assistance benefits (including degree program students at occupational schools with approved degree programs, enrollees in hospital school programs of professional nursing, and enrollees in selected nondegree occupational school programs) will go a long way toward the extension of equal opportunity to those prusuing postsecondary education in other than traditional colleges. The financial needs of students still not eligible for State assistance (students enrolled at trade schools, students enrolled in short-term business school courses, part-time students, etc.) must now be accurately determined and analyzed in relation to the educational contribution provided by these institutions and to governmental fiscal priorities. The Regents, noting the preliminary results of the survey of nondegree-granting postsecondary institutions recently conducted by the State Education Department, will expand their investigative efforts into the areas of program coordination with the collegiate sector and the costs borne by students. The Regents expect the Department to report its initial findings by June 1975.

32. **groups of colleges and universities that have close geographic and other ties develop interinstitutional cooperative programs and joint use of resources, human and material, to further the scope of their services to students and to the State (Goal II)**

Commentary: This recommendation is the foundation for the continued development of regionalism as a mode for effecting the coordinated development and utilization of postsecondary educational resources in the State, human and material. This principle is reaffirmed by the Regents through recommendations 37, 38, and 69 of their 1972 Statewide Plan (see appendix E, pp. E-16-17 and E-35-36).

58. the State Education Department seek to develop better per student cost figures on which to base cost estimates and comparisons through a study of fiscal procedures employed. The study should be undertaken in cooperation with the Board of Trustees of State University, the Board of Higher Education of the City of New York, and the privately controlled colleges and universities. (Goal II)

Commentary: Though a request for fiscal year 1974-75 funding to support the Department's participation in a statewide cost study was not approved by the 1974 Legislature, the Regents will continue to promote this recommendation. Encouraged by the efforts in this area emanating from the National Center on Higher Education Management Systems at WICHE, the Department will continue to seek funding for a statewide effort from both public and private sources.

II. RECOMMENDATIONS CONTINUED FROM THE 1968 STATEWIDE PLAN

5. (The Regents recommend that) Federal grants be provided to higher education institutions to improve financial management, planning, and long-range development. Programs should be consolidated and simplified so that duplications of categorical aid may be avoided. (Goal II)

Commentary: Although the Education Amendments of 1972 included provisions to implement this recommendation, no Federal funds have been appropriated to date for pertinent portions of the Amendments. The Regents reaffirm their belief that institutions must be assisted financially in their endeavors to improve the planning/management function of their operation, thereby upgrading the efficiency and effectiveness of the total statewide postsecondary system.

24. (The Regents recommend that) a continuing study be conducted of the teaching and learning processes relative to the emerging issues of society to guarantee the relevancy of the teacher education and certification processes to the educational enterprise. (Goal III)

Commentary: This recommendation, by its nature, calls for perpetual action. The major issue statement on teacher preparation and certification (see pp. 12-17) describes progress made to date on the development of a competency-based system of teacher education which will assure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn. (Goal III)

26. [A legislative appropriation to finance an intensive study of continuing education in higher education so that a long-range effective Master Plan may be developed.]

(The Regents recommend that) a study of postsecondary continuing education be undertaken by the State Education Department to identify the needs of target populations and the availability of programs and resources to meet the needs. (Goal I)

Commentary: The State Education Department is currently engaged in a in a study of the present status and future direction of the education of adults in New York State. The study will focus on the broad range of educational requirements of adults in the next quarter century, including values and public affairs education, occupational education, and education for self-fulfillment. The goal of the study, scheduled for completion by June 1975, will be to develop recommendations for policy changes to be considered by the Regents and for specific action programs to be implemented by the State Education Department.

Appendix G

Analysis of Sector Responses to the Regents 1974 Progress Report Bulletin

This appendix is presently under development

Appendix H

Statistical Tables

Table 1. Full-Time Undergraduate Enrollment at New York State Colleges and Universities, 1969 to 1973

Type of Institution	Full-Time Undergraduate Enrollment				
	1969	1970	1971	1972	1973
Total State	400,288	439,667	467,140	472,488	483,960
Public Institutions	223,495	261,464	289,778	299,685	314,119
State University	169,150	194,217	211,873	218,259	229,608
City University	54,345	67,247	77,905	81,426	84,511
Private Institutions	176,793	178,203	177,362	172,803	169,841
Four-Year	303,902	327,278	343,110	342,801	347,246
Public Institutions	133,194	155,200	171,026	175,291	183,783
State University	78,849	87,953	93,121	93,865	99,272
City University	54,345	67,247	77,905	81,426	84,511
Private Institutions	170,708	172,078	172,084	167,510	163,463
Two-Year	96,386	112,389	124,030	129,687	136,714
Public Institutions	90,301	106,264	118,752	124,394	130,336
Ag & Tech Coll.	14,497	16,621	17,788	18,278	19,588
NYC-BHE	21,676	29,408	35,925	39,554	41,557
Other Comm. Coll.	54,128	60,235	65,039	66,562	69,191
Private Institutions	6,085	6,125	5,278	5,293	6,378

SOURCE: Higher Education Data System, State Education Department.

Table 2. Part-Time Undergraduate Enrollment at New York State Colleges and Universities, Fall 1969 to Fall 1973

Type and Control of Institution	Part-Time Undergraduate Enrollment				
	1969	1970	1971	1972	1973
Total State	163,229	169,191	175,413	195,045	215,707
4-Year Institutions	83,242	85,199	83,278	96,135	111,528
City University	33,681	34,938	35,372	40,221	46,502
State University	9,232	11,070	10,837	12,227	14,377
Private Inst.	40,329	39,191	37,069	43,687	50,649
2-Year Institutions	79,987	83,992	92,135	98,910	104,179
Ag & Tech Coll.	5,568	6,613	7,565	8,045	7,146
Com. Coll.	73,407	76,041	83,607	89,612	95,781
Private	1,012	1,338	963	1,253	1,252

SOURCE: Higher Education Data System, State Education Department.

Table 3. Graduate and First-Professional Enrollment at New York State Colleges and Universities, Fall 1969 to Fall 1973

Type of Attendance and Control of Institution	Graduate and First-Professional Enrollment				
	1969	1970	1971	1972	1973
TOTAL STATE	151,760	157,202	164,974	171,267	180,176
Full-Time	51,094	55,321	57,796	57,996	60,250
Part-Time	100,666	101,881	107,178	113,271	119,926
City University	26,878	26,653	28,127	29,950	32,086
Full-Time	2,511	3,376	4,000	4,815	4,842
Part-Time	24,367	23,277	24,127	25,135	27,244
State University	28,575	33,212	37,052	36,659	38,428
Full-Time	11,191	12,706	14,029	13,706	14,112
Part-Time	17,384	20,506	23,023	22,953	24,316
Private Institutions	96,307	97,337	99,795	104,658	109,662
Full-Time	37,392	39,239	39,767	39,475	41,296
Part-Time	58,915	58,098	60,028	65,183	68,366

SOURCE: Higher Education Data System, State Education Department.

Table 4. New York State High School Graduates, Actual 1957-1973, Projected 1974-1990

Actual		Projected	
Year	High School Graduates	Year	High School Graduates
1957	118,953	1974	245,792
1958	126,703	1975	249,670
1959	139,536	1976	251,463
1960	166,816	1977	247,770
1961	165,236	1978	246,678
1962	164,518	1979	247,147
1963	170,375	1980	243,080
1964	209,057	1981	240,474
1965	219,616	1982	236,332
1966	210,256	1983	224,685
1967	222,848	1984	214,883
1968	225,151	1985	205,525
1969	222,957	1986	200,664
1970	233,637	1987	204,484
1971	234,328	1988	207,859
1972	240,052	1989	187,025
1973	242,775	1990	166,788

SOURCE: Information Center on Education, State Education Department.

Table 5. High School Graduates by Region, Actual 1973 and Projected 1974-90

Region	High School Graduates									
	Actual 1973	PROJECTED								
		1974	1975	1976	1977	1978	1979	1980	1985	1990
TOTAL STATE	242,775	245,792	249,670	251,463	247,770	246,678	247,147	243,080	205,525	166,788
Western	26,745	26,842	27,387	27,195	26,517	25,792	25,667	24,895	20,081	16,681
Genesee	20,356	20,281	21,110	21,015	20,741	21,006	21,129	20,787	18,093	14,929
Central	20,252	20,198	20,996	21,313	20,926	21,148	21,301	21,216	17,203	14,073
Northern	4,829	4,848	5,019	5,063	5,027	4,934	5,048	5,005	4,030	3,838
Northeast	23,274	23,512	23,982	24,221	24,062	24,292	24,296	24,004	21,424	19,127
Mid-Hudson	28,453	29,393	30,589	31,089	31,673	31,816	32,472	31,979	27,944	22,063
New York City	69,465	71,357	70,039	70,983	67,854	67,052	66,627	65,442	54,118	43,305
Long Island	49,401	49,361	50,548	50,584	50,970	50,638	50,607	49,752	42,632	32,772

SOURCE: Information Center on Education, State Education Department.

Table 6. Full-Time First-Time Freshmen who were Members of Minority Groups, Fall 1972 and Fall 1973

Type and Control of Institution	Full-Time First-Time Freshmen who were Members of Minority Groups			
	Fall 1972	Fall 1973	Change	Percent Change
Total State	19,700	21,959	2,259	11.5
4-Year Institutions	10,992	12,121	1,129	10.3
State University	2,247	2,774	527	23.5
City University	5,629	6,255	626	11.1
Private Inst.*	3,116	3,092	-24	-0.1
2-Year Institutions	8,708	9,838	1,130	13.0
Ag & Tech	414	419	5	1.2
NYC-BHE	5,626	6,894	1,268	22.5
Other Com. Col.	2,485	2,386	-99	-3.9
Private Inst.**	183	139	-44	-24.0

*Excludes: Cornell University, Syracuse University, L.I.U.-C.W. Post and Southampton, New School for Social Research, Dowling College, Friends World College, Touro College, Roberts Wesleyan College, College of Pharmaceutical Sciences, Juilliard School, Parsons School of Design.

**Cazenovia College, Culinary Institute of America

Table 7. Percentage of Full-Time First-Time Freshmen who were Members of Minority Groups, Fall 1972 and Fall 1973

Type and Control of Institution	Percentage of Full-time, First-time Freshmen who were members of minority groups	
	Fall 1972	Fall 1973
Total State	14.9	16.2
4-Year Institutions	15.2	16.7
State University	12.2	12.6
City University	29.6	36.1
Private Institutions*	8.9	9.2
2-Year Institutions	14.5	15.7
Ag & Tech	3.9	3.7
NYC-BHE	41.5	47.8
Other Com. Col.	7.4	7.0
Private Inst.**	7.7	7.5

*Excludes: Cornell University, Syracuse University, L.I.U.-C.W. Post and Southampton, New School for Social Research, Dowling College, Friends World College, Touro College, Roberts Wesleyan College, College of Pharmaceutical Sciences, Juilliard School, Parsons School of Design.

**Cazenovia College, Culinary Institute of America.

Table 8. Full-Time First-Time Freshmen who were Female, Fall 1972 and Fall 1973

Type and Control of Institution	Female Full-time, First-time Freshmen			
	1972	1973	Change	Percent Change
Total State	62,295	64,434	2,139	3.4
4-Year Institutions	34,675	35,458	783	2.3
State University	9,802	11,823	2,021	20.6
City University	9,451	8,744	-707	-7.5
Private Inst.*	15,422	14,891	-531	-3.4
2-Year Institutions	27,620	28,976	1,356	4.9
Ag & Tech	4,007	4,342	335	8.4
NYC-BHE	7,116	7,659	543	7.6
Other Com. Col.	15,043	15,558	515	3.4
Private Inst.**	1,454	1,417	-37	-2.5

*Excludes: Cornell University, Syracuse University, L.I.U. - C.W. Post and Southampton, New School for Social Research, Dowling College, Friends World College, Touro College, Roberts Wesleyan College, College of Pharmaceutical Sciences, Juilliard School, Parsons School of Design.

**Cazenovia College, Culinary Institute of America.

Table 9. Percentage of Full-Time First-Time Freshmen Enrollments who were Female, Fall 1972 and Fall 1973

Type and Control of Institution	Percentage of Full-time, First-time Freshmen Enrollments who were Female	
	Fall 1972	Fall 1973
Total State	47.1	47.6
4-Year Institutions	47.9	48.7
State University	53.1	53.8
City University	49.8	50.5
Private Inst.*	44.2	44.5
2-Year Institutions	46.0	46.3
Ag & Tech	37.6	38.2
NYC-BHE	52.5	53.1
Other CC	45.0	45.3
Private Inst.**	60.8	59.6

*Excludes: Cornell University, Syracuse University, L.I.U - C.W. Post and Southampton, New School for Social Research, Dowling College, Friends World College, Touro College, Roberts Wesleyan College, College of Pharmaceutical Sciences, Juilliard School, Parsons School of Design.

**Cazenovia College, Culinary Institute of America.

Table 10. Number of Institutions Within or Exceeding the Regents Guideline* on Percentage of Full-Time Faculty who were Tenured, 1970 and 1973.

Type and Control of Institution	1970 Number of Institutions		1973 Number of Institutions	
	Within Guidelines	Exceeding Guidelines	Within Guidelines	Exceeding Guidelines
State University	57	7	48	26
4-Year	26	2	24	6
2-Year	31	5	24	20
Ag and Tech.	6	-	6	-
Comm. Coll.	25	5	18	20
NYC-BHE	NA	NA	8	-
Other	25	5	10	20
City University	NA	NA	11	-
Private Institutions	97	6	88	15
Multiversities	5	-	5	-
Universities	7	-	5	2
Coll. Complexes	27	1	23	5
Colleges	29	2	29	2
Eng. & Tech.	7	1	5	3
Specialized	5	2	5	2
Health	4	-	4	-
2-Year	13	-	12	1

*The Regents guideline is that less than 60 percent of all full-time faculty be tenured.

Table 11. Tenured Full-Time Faculty as a Percent of Total Full-Time Faculty, Fall 1970 and Fall 1973

Type and Control of Institution	Tenured Full-time Faculty as a percent of Total Full-time Faculty	
	1970	1973
State University		
State Operated	45.4	52.2
Community Colleges		
NYC-BHE	NA	37.9
Other	43.6	66.5
City University	NA	37.4
Private Institutions*	39.5	46.9

*Excludes: New York University School of Medicine, New School for Social Research, Roberts Wesleyan College, Touro College, Friends World College, Mt. Sinai School of Medicine, Juilliard School, New York College of Podiatric Medicine, College of Pharmaceutical Sciences, Yeshiva University, College for Human Services, LaSalette Seminary, and seminaries and religious training schools. Estimates of 1970 data for Columbia University and the University of Rochester were provided by the Commission on Independent Colleges and Universities.

Table 12. Full-Time Faculty by Type and Control of Institution and Type of Title, Fall 1973

Type and Control of Institution	Full-Time Faculty (Fall 1973)				
	Total Full-Time Faculty	Tenure Bearing Titles		Nontenure Bearing Titles	
		Number	Percent of Total	Number	Percent of Total
Total State	41,887	36,614	87.4	5,273	12.6
State University	18,112	16,922	93.4	1,190	6.6
State Operated	11,652	11,377	97.6	275	2.4
Com. Col.	6,460	5,545	85.8	915	14.2
NYC-BHE	2,455	1,714	69.8	741	30.2
Other	4,005	3,831	95.7	174	4.3
City University	5,857	4,061	69.3	1,796	30.7
Private Inst.*	17,918	15,631	87.2	2,287	12.8

*Excludes: New York University School of Medicine, New School for Social Research, Roberts Wesleyan College, Touro College, Friends World College, Mt. Sinai School of Medicine, Juilliard School, New York College of Podiatric Medicine, College of Pharmaceutical Sciences, Yeshiva University, College for Human Services, LaSalette Seminary, and seminaries and religious training schools.

Table 13. Full-Time Faculty at New York State Colleges and Universities by Sex and Type of Title, Fall 1973*

Sex and Type of Title	Full-Time Faculty	
	Number	Percent of Total
Total Male	30,385	100.0
Tenure Bearing	27,615	90.9
Nontenure Bearing	2,770	9.1
Total Female	10,345	100.0
Tenure Bearing	8,353	80.7
Nontenure Bearing	1,992	19.3

*Excludes: New York University School of Medicine, Teachers College, New School for Social Research, Roberts Wesleyan College, Touro College, Friends World College, Mt. Sinai School of Medicine, Juilliard School, New York College of Podiatric Medicine, College of Pharmaceutical Sciences, Parsons School of Design, New York Medical College, College for Human Services, LaSalette Seminary, and seminaries and religious training schools.

Table 14. Female Full-Time Faculty as a Percent of Total Full-Time Faculty by Type of Title, Fall 1973

Type and Control of Institution	Female Full-time Faculty as a Percent of Total Full-Time Faculty		
	Total Full-Time Faculty	Tenure Bearing Titles	Nontenure Bearing Titles
State University			
State Operated	21.9	21.7	32.0
Com. Col.			
NYC-BHE	40.9	34.6	55.6
Other	30.3	29.9	39.1
City University	31.2	25.6	44.1
Private Inst.*	22.3	20.6	37.1

*Excludes: New York University School of Medicine, Teachers College, New School for Social Research, Roberts Wesleyan College, Touro College, Friends World College, Mt. Sinai School of Medicine, Juilliard School, New York College of Podiatric Medicine, College of Pharmaceutical Sciences, Parsons School of Design, New York Medical College, College for Human Services, LaSalette Seminary, and seminaries and religious training schools.

Table 15. Full-Time Faculty at New York State Colleges and Universities by Ethnic Identity and Type of Title, Fall 1973*

Ethnic Identity and Type of Title	Full-Time Faculty	
	Number	Percent of Total
Minority Group Members	3,099	100.0
Tenure-Bearing	2,341	75.5
Nontenure Bearing	758	24.5
Other	33,047	100.0
Tenure Bearing	29,772	90.1
Nontenure Bearing	3,275	9.9

*Excludes: Columbia University, New York University, University of Rochester, Niagara University, New School for Social Research, Pace University-Westchester, Friends World College, Roberts Wesleyan College, Touro College, L.I.U.-Brooklyn College of Pharmacy, Yeshiva University, College of Pharmaceutical Sciences, New York College of Podiatric Medicine, Mt. Sinai School of Medicine, New York Medical College, Rockefeller University, LaSalette Seminary, and seminaries and religious training schools.

Table 16. Minority Full-Time Faculty as a Percent of Total Full-Time Faculty at New York State Colleges and Universities by Type of Title, Fall 1973

Type and Control of Institution	Minority Full-time Faculty as a Percent of Total Full-Time Faculty		
	Total	Tenure Bearing	Nontenure Bearing
State University			
State Operated	8.5	8.4	9.8
Com. Col.			
NYC-BHE	17.4	13.7	26.0
Other	4.0	4.1	2.9
City University	14.0	9.6	23.6
Private Institutions*	5.8	5.3	10.4

*Excludes: Columbia University, New York University, University of Rochester, Niagara University, New School for Social Research, Pace University-Westchester, Friends World College, Roberts Wesleyan College, Touro College, L.I.U.-Brooklyn College of Pharmacy, Yeshiva University, College of Pharmaceutical Sciences, New York College of Podiatric Medicine, Mt. Sinai School of Medicine, New York Medical College, Rockefeller University, LaSalette Seminary, and seminaries and religious training schools.

Table 17. Student Aid Revenues at New York State Private Institutions* 1969-70 to 1972-73

Source of Funds	Millions of Dollars			
	1969-70	1970-71	1971-72	1972-73
TOTAL STUDENT AID REVENUES	52.8	56.0	59.7	60.6
State	1.2	2.9	4.2	4.4
Local	0.0	0.4	0.5	0.5
Federal	31.0	30.5	30.8	31.8
Gifts	10.3	10.7	10.9	10.8
Endowment	8.7	9.7	11.2	10.8
Other	1.6	2.1	2.1	2.2

*Excludes: L.I.U.-Brooklyn College of Pharmacy, New School for Social Research, Friends World College, Roberts Wesleyan College, Touro College, College of Pharmaceutical Sciences, New York College of Podiatric Medicine, Mt. Sinai School of Medicine, Rockefeller University, Albany Law School, Parsons School of Design, Mannes College of Music, LaSalette Seminary, and seminaries and religious training schools.

Note: Detail may not add to totals due to rounding.

Table 18. Student Aid Revenues and Expenditures at Private Institutions* 1969-70 to 1972-73.

	Millions of Dollars			
	1969-70	1970-71	1971-72	1972-73
Student Aid Revenues	52.8	56.0	59.7	60.6
Student Aid Expenditures	95.8	106.6	113.9	119.7
Unfunded Student Aid**	43.1	49.6	55.3	59.4
Selected Education and*** General Expenditures	713.9	791.6	866.1	902.0
Unfunded Student Aid as a percent of Selected E & G Expenditures	6.0%	6.3%	6.4%	6.6%

*Excludes: L.I.U.-Brooklyn College of Pharmacy, New School for Social Research, Friends World College, Roberts Wesleyan College, Touro College, College of Pharmaceutical Sciences, New York College of Podiatric Medicine, Mt. Sinai School of Medicine, Rockefeller University, Albany Law School, Parsons School of Design, Mannes College of Music, LaSalette Seminary, and seminaries and religious training schools.

**Student Aid Expenditures less Student Aid Revenues.

***Selected Education and General Expenditure excludes: Sponsored Research, Other Separately Budgeted Research, Other Sponsored Programs, Organized Activities Related to Education Departments, Student Aid and Auxiliary Enterprises. These data are as reported by institutions submitting 1974 Progress Report.

Table 19. Student Aid Expenditures and Recipients for New York State Private Institutions* 1969-70 to 1972-73.

	Fiscal Year			
	1969-70	1970-71	1971-72	1972-73
Total Student Aid Expenditures (in millions)	$ 95.8	$106.6	$113.9	$119.7
Total Number of Student Aid Recipients	75,005	79,560	83,663	88,075
Average Student Aid Award	$1,278	$1,340	$1,361	$1,359

*Excludes: L.I.U.-Brooklyn College of Pharmacy, New School for Social Research, Friends World College, Roberts Wesleyan College, Touro College, College of Pharmaceutical Sciences, New York College of Podiatric Medicine, Rockefeller University, Albany Law School, Parsons School of Design, Mannes College of Music, Mt. Sinai School of Medicine, LaSalette Seminary, and seminaries and religious training schools.

Table 20. Average Undergraduate Tuition Charges at New York State Institutions Actual 1970-71 and 1974-75, Projected 1980-81

Type and Control of Institution	Actual 1970-71 Average Tuition	Actual 1974-75 Average Tuition	Actual 1974-75 Percent Increase over 1970-71	Projected 1980-81 Average Tuition	Projected 1980-81 Percent Increase over 1974-75
State University					
State Operated					
Lower Division	400	650	62.5	NA[1]	NA[1]
Upper Division	400	800	100.0	NA[1]	NA[1]
Community Colleges[2]	—	—	—	NA[1]	NA[1]
City University	—	—	—	NA[1]	NA[1]
Private Institutions[3]					
4-year	2,009	2,557	27.3	3,359	31.4
2-year	1,514	1,616	6.7	2,003	23.9
Degree Granting[4] Occupational Institutions	1,300	1,770	36.2	2,100	18.6

[1]Data not supplied.

[2]Community College tuition may not exceed State University rates, but varies as low as no tuition.

[3]Excludes: Hofstra University, L.I.U.-Brooklyn College of Pharmacy and Southampton, New School for Social Research, Dowling College, Friends World College, Roberts Wesleyan College, St. Francis College, Touro College, Wadhams Hall, Cooper Union, Webb Institute, Harriman College, Trocaire College, College for Human Services, LaSalette Seminary, and seminaries and religious training schools, Parsons School of Design, Bank Street College, College of Pharmaceutical Sciences.

[4]Charges for degree program students only; weighted average derived from sample of four institutions which submitted institutional progress reports.

Table 21. Average Total Student Charges at New York State Institutions Actual 1970-71 and 1974-75, Projected 1980-81

Type and Control of Institution	Actual			Projected	
	1970-71	1974-75		1980-81	
	Average Student Charges[5]	Average Student Charges[5]	Percent Increase over 1970-71	Average Student Charges[5]	Percent Increase over 1974-75
State University					
State Operated					
Lower Division	1,570	2,050	30.6	NA[1]	NA[1]
Upper Division	1,570	2,200	40.1	NA[1]	NA[1]
Community Colleges[2]	—	—	—	NA[1]	NA[1]
City University	70	70	0	NA[1]	NA[1]
Private Institutions[3]					
4-year	3,345	4,101	22.6	5,357	30.6
2-year	2,762	2,942	6.5	3,782	28.6
Degree Granting[4] Occupational Institutions	1,545	1,975	27.8	2,825	43.0

[1]Data not supplied.

[2]Community College tuition may not exceed State University rates, but varies as low as no tuition.

[3]Excludes: Hofstra University, L.I.U.-Brooklyn College of Pharmacy and Southampton, New School for Social Research, Dowling College, Friends World College, Robert Wesleyan College, St. Francis College, Touro College, Wadhams Hall Cooper Union, Webb Institute, Harriman College, Trocaire College, College for Human Services, LaSalette Seminary, and seminaries and religious training schools, Parsons School of Design, Bank Street College, College of Pharmaceutical Sciences.

[4]Charges for degree program students only; weighted average derived from sample of four institutions which submitted institutional progress reports.

[5]Consists primarily of tuition, required fees, room and board.

Table 22. Total Gifts and Grants Received by New York State Private Institutions* by Type of Fund, 1969-70 to 1972-73

Type of Fund	Millions of Dollars			
	1969-70	1970-71	1971-72	1972-73
Total Gifts and Grants	214.7	207.4	249.1	217.5
Current Fund	129.9	123.4	142.9	140.2
Endowment	36.3	34.3	50.2	38.5
Plant Fund	42.7	38.4	47.4	29.3
Other	5.8	11.2	8.5	9.6

*Excludes: L.I.U.-Brooklyn College of Pharmacy, Alfred University, Briarcliff College, Roberts Wesleyan College, Friends World College, Touro College, Mannes College of Music, Brooklyn Law School, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, College of Pharmaceutical Sciences.

NOTE: Detail may not add to totals due to rounding.

Table 23. Total Gifts and Grants Revenues for New York State Private Institutions* by Type of Fund, 1969-70 and 1972-73

Type of Fund	1969-70			1972-73	
	Millions of Dollars	Percent of Total		Millions of Dollars	Percent of Total
Total Gifts and Grants	214.7	100.0		217.5	100.0
Current Funds	129.9	60.5		140.2	64.5
Endowment	36.3	16.9		38.5	17.7
Plant	42.7	19.9		29.3	13.5
Other	5.8	2.7		9.6	4.4

*Excludes: L.I.U.-Brooklyn College of Pharmacy, Alfred University, Briarcliff College, Roberts Wesleyan College, Friends World College, Touro College, Mannes College of Music, Brooklyn Law School, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, College of Pharmaceutical Sciences.

NOTE: Detail may not add to totals due to rounding.

Table 24. Gifts and Grants Revenues Applied to Current and Plant Funds for Private Institutions,* 1969-70 and 1972-73

Type of Fund	1969-70		1972-73	
	Millions of Dollars	Percent of Total	Millions of Dollars	Percent of Total
Current Funds	129.8	100.0	140.1	100.0
Restricted	67.3	51.8	80.9	57.7
Unrestricted	62.5	48.2	59.1	42.3
Plant Funds	39.0	100.0	27.8	100.0
Restricted	32.2	82.6	21.7	78.1
Unrestricted	6.8	17.4	6.1	21.9

*Excludes: L.I.U.-Brooklyn College of Pharmacy, Alfred University, Briarcliff College, Roberts Wesleyan College, Friends World College, Touro College, Mannes College of Music, Brooklyn Law School, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, College of Pharmaceutical Sciences.

Also excludes Yeshiva University, Finch College, Juilliard School.

NOTE: Detail may not add to totals due to rounding.

Table 25. Source of Full-Time Transfer Students at New York 4-Year Institutions and Universities*, Fall 1972 and Fall 1973

	Full-Time Transfer Students			
	1972	1973	Increase	Percent Increase
Total All Institutions	30,010	33,080	3,070	10.2
From 4-Year Inst.	12,810	14,350	1,540	12.0
From 2-Year Inst.	17,200	18,730	1,530	8.9
With a Degree	11,820	12,633	813	6.9
Without a Degree	5,380	6,097	717	13.3

*Excludes: Syracuse University, University of Rochester, Hofstra University, New School for Social Research, Briarcliff College, Friends World College, Marist College, Roberts Wesleyan College, Touro College, Parsons School of Design, College of Pharmaceutical Sciences, and all seminaries. These excluded institutions accounted for 2,473 full-time transfer students into 4-year private colleges in 1972.

Also excludes 555 full-time transfer students 1972 and 474 full-time students in 1973 for Queens College of City University for which data were not available.

Table 26. Full-Time Transfer Students at New York State 4-Year Institutions Fall 1972 and Fall 1973

Control of 4-Year Institution	Full-Time Transfer Students		
	1972	1973	Percent Change
Private Institutions*	12,644	12,479	-1.3
From 4-Year Inst.	7,062	6,736	-4.6
Instate	3,688	3,286	-10.9
Out of State	3,374	3,450	2.3
From 2-Year Inst.	5,582	5,743	2.9
With a Degree	3,457	3,700	7.0
Without a Degree	2,125	2,043	-3.9
State University	12,120	13,930	14.9
From 4-Year Inst.	4,298	5,431	26.4
Instate	2,875	3,740	30.1
Out of State	1,423	1,691	18.8
From 2-Year Inst.	7,822	8,499	8.7
With a Degree	5,581	5,842	4.7
Without a Degree	2,241	2,657	18.6
City University*	5,246	6,671	27.2
From 4-Year Inst.	1,450	2,183	50.6
Instate	1,181	1,881	59.3
Out of State	269	302	12.3
From 2-Year Inst.	3,796	4,488	18.2
With a Degree	2,782	3,091	11.1
Without a Degree	1,014	1,397	37.8

*See footnotes for Table 25, page H-25.

Table 27. Source of Full-Time Transfer Students to New York State 4-Year Institutions, Fall 1973

Type of Institution from Which Student Transferred	Fall 1973 Full-Time Transfer Students					
	Private Institutions*		State University		City University**	
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
TOTAL ALL INSTITUTIONS	12,479	100.0	13,930	100.0	6,671	100.0
4-Year	6,736	54.0	5,431	39.0	2,183	32.7
2-Year	5,743	46.0	8,499	61.0	4,488	67.3
Instate Institutions	7,890	63.2	11,827	84.9	6,215	93.2
4-Year	3,286	26.3	3,740	26.8	1,881	28.2
2-Year	4,604	36.9	8,087	58.1	4,334	65.0
Out of State Institutions	4,589	36.8	2,103	15.1	456	6.8
4-Year	3,450	27.7	1,691	12.1	302	4.5
2-Year	1,139	9.1	412	3.0	154	2.3

*Excludes: Syracuse University, University of Rochester, Hofstra University, New School for Social Research, Briarcliff College, Friends World College, Marist College, Roberts Wesleyan College, Touro College, Parsons School of Design, College of Pharmaceutical Sciences, and all seminaries. These excluded institutions accounted for 2,473 full-time transfer students in 1972 or 16.7 percent of the full-time transfers into 4-year private institutions in 1972.

**Excludes 474 full-time transfer students at Queens College from outside the City University system for which detail was not available.

Table 28. Full-Time Transfer Students from 4-Year Institutions to New York State 4-Year Institutions, Fall 1973

Type and Control of 4-Year Institution from Which Student Transferred	Fall 1973 Full-Time Transfer Students from 4-Year Colleges at: Private Institutions*		State University		City University**	
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
Total 4-Year Institutions	6,736	100.0	5,431	100.0	2,183	100.0
Public	2,250	33.4	3,139	57.8	1,466	67.2
Private	4,486	66.6	2,292	42.2	717	32.8
Instate 4-Year Institutions	3,286	48.8	3,740	68.9	1,881	86.2
Public	1,232	18.3	2,446	45.1	1,341	61.4
City University	537	8.0	392	7.2	1,155	52.9
State University	695	10.3	2,054	37.8	186	8.5
Private	2,054	30.5	1,294	23.8	540	24.8
Out of State 4-Year Inst.	3,450	51.2	1,691	31.1	302	13.8
Public	1,018	15.1	693	12.8	125	5.7
Private	2,432	36.1	998	18.3	177	8.1

*Excludes: Syracuse University, University of Rochester, Hofstra University, New School for Social Research, Briarcliff College, Friends World College, Marist College, Roberts Wesleyan College, Touro College, Parsons School of Design, College of Pharmaceutical Sciences, and all seminaries. These excluded institutions accounted for 2,473 full-time transfer students in 1972 or 16.7 percent of the full-time transfers into 4-year private institutions in 1972.

**Excludes 474 full-time transfer students at Queens College from outside the City University system for which detail was not available.

Table 29. Full-Time Transfer Students from 2-Year Institutions to New York State 4-Year Institutions, Fall 1973

Type of 2-Year Institution from Which Student Transferred and Degree Status	Private Institutions*		State University		City University**	
	Number	Percent of Total	Number	Percent of Total	Number	Percent of Total
All 2-Year Institutions	5,743	100.0	8,499	100.0	4,488	100.0
With Degree	3,700	64.4	5,843	68.7	3,091	68.9
Without Degree	2,043	35.6	2,657	31.3	1,397	31.1
Instate 2-Year Institutions	4,604	80.2	8,087	95.2	4,334	96.6
With Degree	3,041	53.0	5,635	66.3	2,969	66.2
Without Degree	1,563	27.2	2,452	28.9	1,365	30.4
Out-of State Institutions	1,139	19.8	412	4.8	154	3.4
With Degree	659	11.5	207	2.4	122	2.7
Without Degree	480	8.3	205	2.4	32	0.7

*Excludes: Syracuse University, University of Rochester, Hofstra University, New School for Social Research, Briarcliff College, Friends World College, Marist College, Roberts Wesleyan College, Touro College, Parsons School of Design, College of Pharmaceutical Sciences, and all seminaries. These excluded institutions accounted for 2,473 full-time transfer students in 1972 or 16.7 percent of the full-time transfers into 4-year private institutions in 1972.

**Excludes 474 full-time transfer students at Queens College from outside the City University system for which detail was not available.

Table 30. Full-Time Transfer with Associate Degrees at New York State 4-Year Institutions, 1972 and 1973

Instate 2-Year Institutions From Which Students Transferred	Full-Time Transfers Student with Associate Degrees				
	Private * Inst.	State University	City University	Total	Total as a Percent of Graduate from Previous Year
Total NYS 2-Year Institutions					
1972	2,848	5,424	2,619	10,891	33.7
1973	3,041	5,635	2,969	11,645	32.8
Community Colleges in NYC					
1972	316	257	2,558	3,131	44.5
1973	502	115	2,900	3,517	42.2
Other 2-Year Public					
1972	2,066	4,928	56	7,050	30.2
1973	2,167	5,261	60	7,488	29.8
2-Year Private					
1972	466	239	5	710	37.4
1973	372	259	9	640	32.3

*Excludes: Syracuse University, University of Rochester, Hofstra University, New School for Social Research, Briarcliff College, Friends World College, Marist College, Roberts Wesleyan College, Touro College, Parsons School of Design, College of Pharmaceutical Sciences and all seminaries. These excluded institutions accounted for 2,473 full-time students in 1972 or 15.7 percent of the full-time transfers into 4-year private institutions in 1972.

Table 31. Comparison of Previous and Revised 1980 Full-Time Enrollment Projection by Level for Private Institutions*

Level of Student	1980 Full-Time Enrollment		
	1972 Master Plan Projection	Revised Projection**	Percent Change
Total Full-Time Enrollment	246,133	216,541	-12.0
Undergraduate	202,656	174,316	-14.0
First-Professional	11,919	12,814	7.5
Graduate	31,558	29,411	-6.8

*Excludes: L.I.U.-Brooklyn College of Pharmacy, Dowling College, Touro College, Parsons School of Design, College of Pharmaceutical Sciences, New York College of Podiatric Medicine, Mt. Sinai School of Medicine, College for Human Services, and seminaries and religious training schools.

**Projections submitted by private institutions as part of their institutional progress reports.

Table 32. Full-Time Enrollment at Private Institutions* by Level; Actual 1973 and Revised 1980 Projection

Level of Student	Full-Time Undergraduate Enrollment			
	Actual 1973	Projected** 1980	Increase	Percent Increase
Total Full-Time Enrollment	203,405	216,541	13,136	6.5
Undergraduate	164,898	174,316	9,418	5.7
First-Professional	11,303	12,814	1,511	13.4
Graduate	27,204	29,411	2,207	8.1

*Excludes: L.I.U.-Brooklyn College of Pharmacy, Dowling College, Touro College, Parsons School of Design, College of Pharmaceutical Sciences, New York College of Podiatric Medicine, Mt. Sinai School of Medicine, College for Human Services, and seminaries and religious training schools.

**Projections submitted by private institutions as part of their institutional progress reports.

Table 33. Progression of Full-Time Students Through Selected New York State Institutions, Fall 1969 to Fall 1973

Type and Control of Institution	Percent of Full-Time Freshmen Entering in Fall 1969 Who: Were Full-Time Sophomores or Higher in Fall 1970	Were Full-Time Juniors or Higher in Fall 1971	Were Full-Time Seniors or had Graduated by Fall 1972	Received a Degree by June 1973
City University				
College #1*	54.6	36.0	24.2	NA
State University				
University Center				
College #2	89.5	82.1	75.5	51.7
University Colleges				
College #3	52.5	45.2	43.2	43.2
Private Institutions				
Universities				
College #4	79.5	66.8	62.5	60.0
College Complexes				
College #5	91.6	84.0	79.2	78.0
College #6	87.0	70.8	65.7	58.5
College #7	93.2	80.0	76.2	66.5
Colleges				
College #8	80.9	57.1	54.0	47.5
Eng. & Tech.				
College #9	80.9	71.6	69.0	67.7

*City University submitted data on the full-time freshmen class that entered in fall 1970. Since these students would normally graduate in June 1974 the last column of data could not be derived.

Table 34. Fall 1972 Status of Remaining 1969 Full-Time Freshman Class for Selected New York State Institutions

Type and Control of Institution	Percent of 1969 Full-Time Freshmen Who:			
	Were Full-time Juniors or Lower in Fall 1972	Were Full-time Seniors in Fall 1972	Had Received a Degree by Fall 1972	Total
City University				
College #1*	31.8	24.2	-	56.1
State University				
University Center				
College #2	1.9	73.3	2.2	77.4
University College				
College #3	17.8	43.1	0.1	60.9
Private Institutions				
Universities				
College #4	-	60.0	-	60.0
College Complex				
College #5	3.4	78.2	1.0	82.6
College #6	0.4	65.7	-	66.0
College #7	2.6	76.2	-	78.8
Colleges				
College #8	8.3	52.3	1.6	62.3
Eng. & Tech.				
College #9	1.8	69.0	-	70.8

*City University submitted data on the full-time freshmen class that entered in fall 1970. Since these students would normally graduate in June 1974 the last column of data could not be derived.

Table 35. New Registrants in Time-Shortened Baccalaureate Programs, by Control of Institution, for Fall 1971 and Fall 1973.

Control of Institution	New Registrants in Time-Shortened Baccalaureate Programs					
	Fall 1971			Fall 1973		
	Total	High School Graduates	Other[1]	Total	High School Graduates	Other[1]
Total State	1253	886	367	3940	2637	1303
State University	212	185	27	1513	1171	342
City University	170	10	160	263	54	209
Private Institutions	871	691	180	2164	1412	752

[1]Include those registrants who have not completed high school and who are enrolled in either regular or special programs.

Table 36. New York State Student Aid Programs Present and Projected

Type of Student Aid	Millions of Dollars					Increase 1973-1977	
	1973-74	1974-75	1975-76	1976-77	1977-78	Amount	Percent
Tuition Assistance Program							
Private Institutions	$ 24.2	$ 44.9	$ 58.3	$ 68.2	$ 78.3	$ 54.1	224
SUNY-Senior Institutions	20.7	29.4	32.9	34.5	35.7	15.0	72
SUNY-Community Colleges	8.3	12.6	13.4	13.7	14.0	5.7	69
CUNY-Senior Institutions	.8	1.6	2.0	2.4	2.7	1.9	237
CUNY-Community Colleges	—	.1	.1	.1	.1	.1	50
Total TAP	$ 54.0	$ 88.6	$106.7	$118.9	$130.8	$ 76.8	142
Regents Scholarship & Fellowship							
Private Institutions	$ 16.4	$ 15.7	$ 12.2	$ 10.9	$ 9.5	$ (6.9)	(42)
SUNY-Senior Institutions	11.0	11.7	10.8	9.6	8.4	(2.6)	(24)
SUNY-Community Colleges	1.1	1.1	.8	.8	.8	(.3)	(27)
CUNY-Senior Institutions	2.5	2.4	1.9	1.7	1.5	(1.0)	(40)
CUNY-Community Colleges	.1	.1	.1	.1	.1	+	(25)
Total-Schol.& Fellow.	$ 31.1	$ 31.0	$ 25.8	$ 23.1	$ 20.3	$(10.8)	(35)
Total Student Aid-SED	$ 85.1	$119.6	$132.5	$142.0	$151.1	$ 66.0	78
State University Scholarships	3.0	3.4	2.0	1.0	-	(3.0)	(100)
Total State Appropriation	$ 88.1	$123.0	$134.5	$143.0	$151.1	$ 83.0	72
SUNY Tuition Waivers	12.0	11.0	11.0	11.0	11.0	(1.0)	(8)
Total Student Aid	$100.1	$134.0	$145.5	$154.0	$162.1	$ 62.0	62

Table 37. New York State Financing of Higher Education Funds Available for 1973-74 SFY and Appropriations for 1974-75 SFY

	Millions of Dollars			
	Funds Available 1973-74	Appropriations 1974-75	Change 1973-74/1974-75 Amount	Change 1973-74/1974-75 Percent
State University[1]				
State Purposes-Fiscal Req'ts.	$556.4	$602.7	$46.3	8.3
Less: Income Funds Applied	(92.0)	(75.8)		
Net State Funds Req'd.	464.4	526.9	62.5	13.5
Less: Items Listed Below	(31.9)	(31.4)		
Regular Operations	440.5	495.5	55.0	12.5
Estimated Employee Benefits[2]	98.0	129.8	—	—
State Purposes-Regular Operations-Adjusted	$538.5	$625.3	$86.8	16.1
City University of New York	132.3	154.5	22.2	16.8
Community Colleges	112.4	118.9	6.5	5.8
Aid to Nonpublic Institutions	69.6	78.1	8.5	12.2
Bundy Aid	49.3	56.9	7.6	15.4
Medical & Dental Schools[3]				
Expansion Contracts				
Operating Funds	4.7	5.3	.6	12.8
Capital Funds	4.9	4.0	(.9)	(18.4)
Capitation Funds	6.2	8.9	2.7	43.5
Nursing Schools-Expansion	1.2	1.0	(.2)	(16.7)
Poly. Inst. of N.Y.(Brooklyn)	3.3	2.0	(1.3)	(39.4)
Aid to Students	94.5	124.1	29.6	31.3
Regents Schol. and Fellow.	32.3	32.1	(.2)	(.6)
Scholar Incent.-Tuition Asst. Prog.	56.4	88.6	32.2	57.1
SUNY Scholarships[4]	5.8	3.4	(2.4)	(41.4)
Programs for Disadvantaged Students	$ 34.2	$ 34.7	$ .5	1.5
HEOP-Private Institutions	7.4	7.6	.2	2.6
SEEK-SUNY	9.8	9.6	(.2)	(.2)
SEEK-CUNY	12.3	13.2	.9	7.3
SEEK-Community Colleges-Upstate	2.7	2.6	(.1)	(3.7)
SEEK-Community Colleges-N.Y.C.	2.0	1.7	(.3)	(15.0)
Other State Education Dept. Programs	8.2	8.9	.7	8.5
SED-Higher Education Services	2.2	2.5	.3	13.6
SED-Professional Educ. Services	3.3	3.6	.3	9.1
Regents Exam. and Schol. Services[5]	1.8	1.9	.1	5.6
Einstein and Schweitzer Chairs	.5	.5	-	-
Teacher Training Grants	.2	.2	-	-
Education of Indians	.2	.2	-	-

NOTE: See list of footnotes on following page.

Table 37. Continued

	Millions of Dollars			
	Funds Available 1973-74	Appropriations 1974-75	Change 1973-74/1974-75 Amount	Percent
Other Appropriations to SUNY	14.4	14.1	(.3)	(2.1)
Student Loans	.9	.6	(.3)	(33.3)
Educational Opportunity Centers	11.7	11.5	(.2)	(1.8)
New York Network-TV	1.3	1.3	-	-
Institute for Policy Alternatives	.5	.7	.2	40.0
Appropriations to Other State Agencies				
Higher Educ. Services Corp.[6]	-	.6	.6	+
Higher Educ. Assistance Corp.[7]	6.7	7.6	.9	13.4
N.Y. Ocean Science Laboratory	.8	1.0	.2	25.0
N.Y.S. Science & Tech. Foundation	.4	.5	.1	25.0
Total Funds[8]	$1,012.0	$1,168.3	$156.3	15.4

[1]See the preceding text for explanation of the figures for State University.

[2]Employee benefits have been estimated by the Division of the Budget on the basis of percentages provided by the Department of Audit and Control. The State's procedures for administering and accounting for charges for benefits for "all State employees" make it almost impossible to determine these outlays on behalf of any one State institution or agency—from available published documents.

[3]Expansion contracts with medical schools, which were to expire on June 30, 1974, are to continue for another year; those with dental schools continue in effect until 1979. Capital grants to medical schools are substantially completed; the 1974-75 funds cover the dental schools and two medical schools receiving new or modified grants. Dental schools received $1.5 million of emergency funds in 1973-74; they will now be receiving capitation grants on the same basis as the medical schools under new Section 6402 of the Education Law.

[4]SUNY Scholarships appropriation for 1973-74 includes $2.8 million in the 1974 Supplemental Budget to cover obligations incurred prior to April 1, 1974.

[5]Amounts for administration of Regents scholarships, fellowships and scholar incentive awards are estimated at 70 percent of the appropriations for this office.

[6]The new Higher Education Services Corporation created by S-10844 to administer all student grant and loan programs has been granted "start-up" funds of $625,000.

Table 37. footnotes continued

[7]Administration of HEAC requires $2.7 million in 1973-74 and an estimated $3.4 million in 1974-75. Interest subsidies and defaults account for $4.0 million in 1973-74. For 1974-75 the basic comparable figure for this purpose is $2.5 million with an additional $1.7 million being provided (by the enactment of Section 13 of S-10844) to subsidize interest liabilities of borrowers whose adjusted family income is less than $30,000 per year.

[8]In addition to the appropriations directly provided, the following should be noted:

A. SUNY was permitted to waive tuition in the amount of $12 million in 1973-74; authorized waivers for 1974-75 are $11 million.

B. First instance funds (advanced and to be repaid to State) in the amount of $2 million are provided to the Dormitory Authority for loans it will make to Eisenhower College in 1974-75.

C. Cazenovia College, also facing closure, will receive a loan of several hundred thousand dollars from the Dormitory Authority during 1974-75.

Table 38. Federal Higher Education Appropriations Funds Available for 1973 and 1974 and Proposed for 1975 Fiscal Years

Higher Education Program Category	Thousands of Dollars 1973 Available	1974 Appropriated	1975 Request
I. Student Assistance			
a. Grants/Work Study			
1. BEOG	$ 2,793	$ 475,000	$1,300,000
2. SEOG	210,876	210,300	0
3. Work-Study	274,298	270,200	250,000
b. State S.I. Grants	-	19,000	0
c. Cooperative Education	10,750	10,750	11,000
d. Subsidized Loans	240,000	310,000	430,000
e. Direct Loans	574,000	293,000	6,000
Sub-Total - Student Assistance	$1,312,717	$1,588,250	$1,997,000
II. Disadvantaged Students			
a. Talent Search b Upward Bound c. Special Services d. Education Opportunity Centers	$ 72,300	$ 70,331	$ 70,300
III. College Personnel Development			
a. College Teacher Fellowships (Veterans only for 1975)	20,000	5,806	4,000
b. Fellowships for Disadvantaged	-	750	800
c. Development Institutes	796	-	-
d. Fllender Fellowships	500	500	500
Sub-Total - College Personnel Develop.	$ 21,296	$ 7,056	$ 5,300

Table 38. continued

Higher Education Program Category	Thousands of Dollars 1973 Available	1974 Appropriated	1975 Request
IV. Institutional Assistance			
a. Strengthening Developing Institutions	$ 87,850	$ 100,000	$ 120,000
b. Construction			
1. Subsidized Loans	29,284	31,425	26,000
2. Grants	1,978	-	-
c. Language Training and Area Studies	2,295	12,700	10,000
d. University Community Service	14,922	14,250	0
e. Aid to Land Grant Colleges	12,700	12,200	0
f. State Postsecondary Educ. Commissions	2,748	3,000	0
g. Veteran's Cost of Instruction	25,000	23,750	0
h. Postsecondary Innovation	10,000	0	0
Sub-Total-Institutional Assistance	$ 186,777	$ 197,325	$ 156,000
TOTAL-HIGHER EDUCATION	$1,599,443	$ 1,860,247	2,200,000
Vocational and Adult Educ.	$ 653,125	$ 588,549	$ 55,639[a]
Library Resources			
a. College Libraries	12,405	9,985	0
b. Undergraduate Instructional Equipment	13,000	11,875	0
Sub-Total-Library Resources	$ 25,405	$ 21,860	$ 0
Educational Professions Development	$ 117,412	$ 97,383	$ 46,000
Fund for Improvement of Postsecondary Education	-	$ 10,000	$ 15,000
National Institute of Education	$ 110,000	$ 75,000	$ 130,000

[a]1975 request covers only Career Education, Teacher Corps and other personnel development. All other appropriations for this general area have been put into the new "consolidated educational grants program".

Table 39. The Number of Postsecondary Nondegree Granting Institutions in New York State by Type of Institution and Region, Fall 1973

Region	Occ/Tech	Cosmo	Hospital	Flight	Bus/Com	Corres.	Other	Total
Western	9	7	14	3	1	-	2	36
Genesee	8	4	11	5	6	-	1	35
Central	7	4	6	5	1	-	1	24
Northern	2	-	1	1	2	-	-	6
Northeast	8	7	18	9	3	-	2	47
Mid-Hudson	8	5	11	6	3	3	2	38
New York City	81	21	44	3	25	6	29	209
Long Island	15	10	8	7	8	1	5	54
TOTAL State	138	58	113	39	49	10	42	449

Table 40. Enrollments at Postsecondary Nondegree Granting Institutions in New York State by Type of Institution and Region, Fall 1973

Region	Occ/Tech	Cosmo	Hospital	Flight	Bus/Com	Corres.	Other	Total
Western	504	366	922	197	46	-	80	2,115
Genesee	933	249	1,074	305	815	-	46	3,422
Central	527	208	806	222	104	-	203	2,070
Northern	826	-	84	20	77	-	-	1,007
Northeast	547	259	1,555	559	336	-	735	3,991
Mid-Hudson	474	267	688	174	300	1,222	59	3,184
New York City	16,812	2,272	4,936	107	9,675	1,363	6,499	41,664
Long Island	1,798	490	528	1,367	1,131	3	824	6,141
TOTAL State	22,421	4,111	10,593	2,951	12,484	2,588	8,446	63,594

Table 41. Full-Time Undergraduate Enrollments by Institutional Type, Actual 1973 and Projected 1980 and 1990

Institutional Type	Actual 1973	Low Series		Mid-Range Series	
		1980	1990	1980	1990
Four-Year Institutions					
State University	99,272	111,456	91,373	123,595	102,513
City University					
Senior Colleges	84,511	73,405	54,020	75,178	55,363
Private Institutions	163,463	163,756	129,087	176,584	145,615
TOTAL Four-Year	347,246	348,617	274,480	375,357	303,491
Two-Year Institutions					
Ag. and Tech. Col.	19,588	21,726	15,243	24,707	17,488
Comm. Coll. - NYC	41,557	36,462	25,261	36,803	25,619
Comm. Coll. - Other	69.191	77,091	54,877	87,931	62,863
Private	6,378	5,735	4,040	6,331	4,728
TOTAL Two-Year	136,714	141,014	99,421	155,772	110,698
Grand Total	483,960	489,631	373,901	531,129	414,189